DOCUMENT RESUME

ED 316 550 SP 032 241

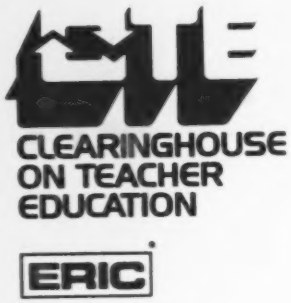
TITLE	Teaching and Teacher Education: 1989 AERA Division K Abstracts (1989).
INSTITUTION	ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS AGENCY	American Association of Colleges for Teacher Education, Washington, D.C.
PUB DATE	89
NOTE	70p.; Abstracts of papers presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
PUB TYPE	Information Analyses - ERIC Information Analysis Products (071) -- Reports - Research/Technical (143)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Abstracts; *Case Studies; Elementary Secondary Education; Higher Education; Intellectual Development; Professional Development; *Program Evaluation; *Research Projects; *Research Reports; *Surveys; *Teacher Education; Teacher Education Programs

ABSTRACT

This publication contains abstracts of papers on current research on teaching and teacher education which were presented in the segment of the 1989 AERA annual meeting organized by Division K (teaching and teacher education). A diversity of topics are addressed in the papers and a diversity of investigative procedures--case studies, conceptual analyses, program evaluation--are represented. The papers reflect the diversity that exists within the professional community concerned with research, policy, and practice in teaching and teacher education. The full texts of these papers are available from ERIC. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED316550



TEACHING AND TEACHER EDUCATION:

1989 AERA Division K Abstracts (1989)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D. Imig

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION
One Dupont Circle ♦ Suite 610 ♦ Washington, DC 20036

SP 032 241

BEST COPY AVAILABLE

TEACHING AND TEACHER EDUCATION:

1989 AERA Division K Abstracts
(1989)

FOREWORD

For the second year the ERIC Clearinghouse on Teacher Education is publishing a set of abstracts of current research on teaching and teacher education. The papers included here were presented at the annual meeting of the American Educational Research Association in San Francisco in March, 1989. They were among the papers included in the segment of the program organized by Division K (Teaching and Teacher Education).

A quick glance at the subject index will reveal the wide diversity of topics addressed in these papers. Less readily visible is the diversity of investigative procedures used by the authors, but such diversity certainly exists. The papers abstracted here accurately reflect the diversity that exists within the professional community concerned with research, policy, and practice in teaching and teacher education. It is a healthy diversity, and a feature of our field that should be applauded and encouraged. Indeed, the mission statement of Division K specifically states that "a complete understanding of the complexities of teaching and teacher education requires research from multiple perspectives, including a broad range of disciplines, fields of practice, and cultural viewpoints."

Such a diversity of topics and research methods should find a wide and diverse audience. The ERIC Clearinghouse on Teacher Education has made it easier for that audience to find the research, by making these abstracts available in this format. Division K is appreciative of their efforts.

Greta Morine-Dershimer
Vice-President, Division K,
American Educational Research
Association

TABLE OF CONTENTS

FOREWORD 1
Greta Morine-Dershimer 1

Desirable Skills and Knowledge Outcomes for an Introductory Educational Research Course: A Delphi Study. 2
Todd, Robert F.; Reece, Carol C. 2

Student Teachers in the Classroom: Boon or Bane? 2
Gaines, Margie L. 2

Questioning in Classrooms: A Sociolinguistic Perspective. ... 3
Carlsen, William S. 3

A Longitudinal Assessment of the Affective Impact of Preservice Training on Prospective Teachers. 3
Pigge, Fred L.; Marso, Ronald N. 3

Quantitative and Qualitative Perspectives on Teacher Attitudes in Professional Development Schools. 4
Ruscoe, Gordon C.; And Others 4

Obstacles and Possibilities in Building Interdependence: Two Worlds. 5
Beyerbach, Barbara 5

Exploring Preservice and Practicing Teachers' Thinking about Children and Teaching. 5
Beyerbach, Barbara A.; And Others 5

Psychological and Personal Dimensions of Prospective Teachers' Reflective Abilities. 6
Richards, Janet C.; And Others 6

The Language of Transformation: An Examination of the Student Teacher's Process of Transformation of Experience to Personal Knowledge. 6
Moon, R. Arden; And Others 6

Teacher Thinking: Effects of Intervention Instruction on Basic Teaching and Problem Solving Skills. 7
Sunal, Dennis W.; And Others 7

A Study of Fifty Effective Teachers Whose Class Average Gain Scores Ranked in the Top 15% of Each of Four School Types in Project STAR. 8
Bain, Helen; and Others 8

Career Development: A Longitudinal Study of Teachers at Different Life-Stages. 8
Cohen, Margaret W.; Klink, Barbara 8

Teachers as Researchers: Training, Attitudes, and Performance. 9
Green, Kathy E.; Kvidahl, Robert F. 9

Inservice Education and Teacher Change: A Study of Writing Project Graduates. 10
Wilson, David E. 10

Curriculum Planning and Enactment of Beginning Teachers: A Double Case Study. 10
Wiesz, Eva 10

Teachers' Work and the Politics of Time and Space. 11
Hargreaves, Andy 11

Recollections of Significant Adults by Preservice Teachers and Nonteaching Students. 11
Galbo, Joseph J.; And Others 11

Field Experiences that Teach: Mentor/Faculty Roles. 12
Rosaen, Cheryl L.; And Others 12

Teacher Researcher: Emerging Change Agent. 13
SooHoo, Suzanne 13

Problematising Teaching Through a "Critical" Perspective on Clinical Supervision. 13
Smyth, John 13

The Institutional and Social Context of Teaching. 14
Tharp, Roland 14

Attraction to Teaching: A Study of Graduating Seniors at Columbia College and Barnard College. A Pilot Study. 14
Kane, Pearl R. 14

Assessment Essentials in Professional Education of Teachers. 15
Schafer, William D. 15

Four Facets of Classroom Ownership Emerging from a Grounded Theory of Novice Language Arts Teachers' Knowledge of Practice. 15
Kleinsasser, Audrey M. 15

"In Medias Res": Good for Greek Drama but not Necessarily Good for Pre-service Language Arts Interns. 16
Kleinsasser, Audrey M. 16

Crucible or Cradle: A Typology of the Working Conditions of New Teachers. 16
Szabo, Margaret A. 16

Predictors of Beginning Teacher Burnout. 17
Ayalon, Aram 17

The Substance and Development of Preservice Teachers' Knowledge During a Field-Based Elementary Physical Education Methods Course. 17
Rovegno, Inez 17

School-University Collaboration: Why It's Multicultural Education. 18
Brookhart, Susan M.; Loadman, William E. 18

Complex Instruction: Theory and Classroom Implementation. ... 19
Lotan, Rachel A. 19

Supervision for Growth: A Practitioner's Perspective. 19
Miserandino, Anthony 19

The Development of Commitment to Teaching. 20
Otis-Wilborn, Amy K.; And Others 20

From the Outside In and Back Again: A Sociological Analysis of the Acquisition, Evaluation, and Utilization of a Teacher's Occupational Knowledge. 21
Schempp, Paul G. 21

Preservice Multicultural Teacher Education: Predictors of Student Readiness. 21
Bennett, Christine; And Others 21

Comparison of Student Attainment of Teaching Competencies in Traditional Preservice and Fifth-Year Master of Arts in Teaching Programs. 22
Arch, Elizabeth C. 22

Making Explicit Implicit Theories of Teaching: Starting Points in Preservice Programs. 23
Cole, Ardra L. 23

Theory-Based Teaching: Problem Solving in Studio Art Instruction. 39
Rush, Jean C. 39

The Effect of Preservice Clinical Supervision on Beginning Teachers. 39
Berg, Marlowe; And Others 39

Developmental Supervision, Supervisor Flexibility, and the Postobservation Conference. 40
Gordon, Stephen P. 40

Critical Thinking and Practitioner Research: Have They a Place in Initial Teacher Training? 40
Rudduck, Jean 41

High-School Teacher Decisions in Problematic Situations. ... 41
Erickson, Geraldine 41

Teaching in the UK in the Mid-1980s: The Centrality of Work in Secondary Teachers' Lives in England. 42
Poppleton, Pam; Riseborough, George 42

Shifting Social Science Conceptions of Research: The Possibility of the Practical Argument in Teacher Education 42
Noel, Jana 42

Concerns of Student Teachers: Development during the Pre-Service Period. 43
Janssens, S. 43

The Relationship of Teacher Burnout to Primary and Secondary Appraisal, Coping Systems, Role Strain and Teacher/Principal Behavior. 43
Hanchey, Susan Gale; Brown, Ric 43

Characteristics of the Effective Teachers as Perceived by Pupils and Teachers: A Caribbean Case Study. 44
Richardson, Arthur G.; Thomas, Arundell A. 44

Critical Teaching Behaviors as Perceived by Adult Undergraduates. 45
Ross, Jovita Martin 45

Teaching Is Situation Specific but Theory Is Not. Toward a Higher Impact of Research on Practice. 45
Patry, Jean-Luc 45

Descriptions of Induction Programs. 31
Moore, Barbara McGregor 31

A Study of Factors Associated with Fifth-Year Teacher Interns' Concerns, Problems, and Stress. 32
Butler, E. Dean; Smith, Dennie L. 32

A Case Study of an Effective Teacher in a Suburban Mainstreamed Classroom. 33
Novacek, Jane; Saunders, Shari 33

Factors that Are Associated with Change in Teachers' Use of New Materials and Teaching Strategies. 33
Martin, Giselle O. 33

Reflection-in-Action and Reflection-on-Action. 34
Munby, Hugh 34

Metaphor in the Study of Teachers' Professional Knowledge. .. 35
Munby, Hugh; Russell, Tom 35

The Roles of Research Knowledge and Knowing-in-Action in Teachers' Development of Professional Knowledge. 35
Russell, Tom 35

Stress and the Intern Teacher: An Exploratory Study. 36
Schwab, Richard L. 36

The Effects of a Colleague-Pairing Induction Program on the Perceptions of First-Year Teachers and Their Mentors. 36
Heck, Ronald H.; Blaine, Daniel D. 36

A Minority Recruitment Program through a Proactive PPST Support System. 37
Linton, Marigold; Searfoss, Lyndon 37

Implementation of a Teacher Incentive Program to Recruit Academically Talented People into the Teaching Profession.. 38
Madsen, Jean; Taylor, Barbara 38

A Search for Sources of Treatment Effects in a Teacher Effectiveness Training Program. 38
Harris, Alene Hawes 38

Theory-Based Teaching: Problem Solving in Studio Art Instruction. 39
Rush, Jean C. 39

The Effect of Preservice Clinical Supervision on Beginning Teachers. 39
Berg, Marlowe; And Others 39

Developmental Supervision, Supervisor Flexibility, and the Postobservation Conference. 40
Gordon, Stephen P. 40

Critical Thinking and Practitioner Research: Have They a Place in Initial Teacher Training? 40
Rudduck, Jean 41

High-School Teacher Decisions in Problematic Situations. ... 41
Erickson, Geraldine 41

Teaching in the UK in the Mid-1980s: The Centrality of Work in Secondary Teachers' Lives in England. 42
Poppleton, Pam; Riseborough, George 42

Shifting Social Science Conceptions of Research: The Possibility of the Practical Argument in Teacher Education 42
Noel, Jana 42

Concerns of Student Teachers: Development during the Pre-Service Period. 43
Janssens, S. 43

The Relationship of Teacher Burnout to Primary and Secondary Appraisal, Coping Systems, Role Strain and Teacher/Principal Behavior. 43
Hanchey, Susan Gale; Brown, Ric 43

Characteristics of the Effective Teachers as Perceived by Pupils and Teachers: A Caribbean Case Study. 44
Richardson, Arthur G.; Thomas, Arundell A. 44

Critical Teaching Behaviors as Perceived by Adult Undergraduates. 45
Ross, Jovita Martin 45

Teaching Is Situation Specific but Theory Is Not. Toward a Higher Impact of Research on Practice. 45
Patry, Jean-Luc 45

Lead Teachers and Teachers Who Lead: Reform Rhetoric and Real Practice. 46
Wasley, Patricia A. 46

A New Model of Concept Teaching and Learning. 46
Tessmer, Martin; And Others 46

Getting Social about Critical Thinking: Power and Constraints of Apprenticeship. 47
Brandt, Mary E. 47

HOW TO ORDER THE FULL TEXT OF THE PAPERS

The full text of these papers is available from the ERIC Document Reproduction Service (EDRS). An order form is enclosed for your convenience. If you wish to order by phone, please call (800) 227-ERIC with your credit card order. You must order the documents by the ED number listed with each citation.

The full text may also be read on microfiche at any facility that holds an ERIC microfiche collection (most college and university libraries). For the location of the microfiche collection nearest you, please call ACCESS ERIC at (800) USE-ERIC.

INDEXING TERMS

ERIC indexing terms, called ERIC Descriptors are listed for those who are interested in finding other documents on related topics in the ERIC database. Terms marked with an * are major descriptors, those with no markings are minor descriptors.

Desirable Skills and Knowledge Outcomes for an Introductory Educational Research Course: A Delphi Study.
Todd, Robert F.; Reece, Carol C.

ED 305342

ERIC Descriptors: *Research Methodology; *Course Content; *Scholarly Journals; *Delphi Technique; Educational Researchers; *Research Tools; Academic Standards; Opinions; Research Reports; Graduate Study; *Educational Research; Higher Education; Questionnaires

This paper reports on a study developed to determine what experts in the area of educational research perceive as the basic skills and knowledge areas that one should possess who has successfully completed a one-semester graduate course in educational research. A decision was made to conduct a Delphi study to identify these skills and knowledge areas. To establish a panel of experts, the membership of a special interest group of professors of educational research was asked to nominate experts to participate in the round of questionnaires. A description is given of the Delphi process and how, in this case, it synthesized diverse opinions into a consensus. A discussion of the findings notes that the top five skill and knowledge areas found to be essential were concerned with knowledge of research-oriented periodicals and critical evaluation of reports in those periodicals which involves understanding the concepts of internal and external validity. The questions asked in the study and their ranking in importance by the panel are presented, and a copy of the first round questionnaire is appended.

Student Teachers in the Classroom: Boon or Bane?
Gaines, Margie L.

ED 306195

ERIC Descriptors: *Student Teachers; *Field Experience Programs; *Student Reaction; *Academic Achievement; *Reading Achievement; *Mathematics Achievement; Elementary Education; Comparative Analysis

This study examined the effects of the field experience for student teachers in terms of pupil outcomes. Two main questions were posed: (1) Does the reading or mathematics achievement of pupils in classrooms with a student teacher differ from the achievement of pupils in classrooms without a student teacher? and (2) Among classrooms with a student teacher, does the semester (fall, spring, or both) the student teacher is present make a difference in reading and mathematics achievement? Data on cooperating teachers' (n=277) and comparison teachers' (n=269) elementary classrooms from a two-year period in the Austin (TX) Independent School District were examined. The results indicated that there were no statistically significant

main effects for the presence or absence of a student teacher or for the semester the student teacher was in the classroom. Although observational and anecdotal evidence suggests that student teachers often experience difficulties in adjusting to the classroom, the results of this study indicate that the presence of the student teacher has neither positive nor adverse effects on achievement. References and statistical data gathered for the study are included.

Questioning in Classrooms: A Sociolinguistic Perspective.
Carlsen, William S.

ED 305354

ERIC Descriptors: *Questioning Techniques; *Teaching Methods; *Sociolinguistics; *Research Methodology; *Student Reaction; Discussion (Teaching Techniques); Teacher Response; Verbal Communication; Linguistic Theory; Elementary Secondary Education

This paper reviews some of the findings of research on classroom questions, and considers ways in which sociolinguistic theory may help resolve some questions it leaves unanswered. The paper is divided into three sections, which correspond to three features of questions. The three features are the "context" of questions, the "content" of questions, and the "responses and reactions" that teachers and students have to questions. The goal is to demonstrate that research on questions must minimally consider these three features, and identify ways of describing each of the features. Each of the three sections of the paper is divided into two parts, which discuss process-product and sociolinguistic research separately. The division enables keeping the assumptions and world-views of the paradigms distinct. Although the two paradigms concern themselves with different problems, they can inform each other. Sociolinguistics can suggest some of the facets of discourse that a process-product student should consider. Sociolinguists of education should consider the lessons of process-product research as well.

A Longitudinal Assessment of the Affective Impact of Preservice Training on Prospective Teachers.
Pigge, Fred L.; Marso, Ronald N.

ED 305355

ERIC Descriptors: *Student Teacher Attitudes; *Affective Behavior; *Affective Measures; *Self Esteem; *Student Behavior; Individual Development; Anxiety; Preservice Teacher Education; Higher Education; *Student Teaching

This study sought to determine whether or not teacher training had a predictable impact upon the affective attributes of prospective teachers. Measures of anxiety, attitude, concerns, and confidence about teaching were administered to a sample of 153 prospective teachers before and after their student teaching experience. It was found that as these prospective teachers progressed through teacher training they became less concerned about their self-survival as a teacher but more aware of the complex demands of the teaching profession (task concerns), became less anxious about becoming teachers, and became more assured about their decisions to become teachers. They maintained high and relatively stable scores related to their: (1) self-ratings of probable success as future teachers; (2) positive attitude about teaching as a career; and (3) concerns about their impact upon their future pupils. These findings were found to be generally predictable and consistent with theories of teacher development such as Fuller's stages of concerns model.

Quantitative and Qualitative Perspectives on Teacher Attitudes in Professional Development Schools.

Ruscoe, Gordon C.; And Others

ED 301068

ERIC Descriptors: *School College Cooperation; *Team Teaching; *Professional Development; *Instructional Leadership; Teacher Effectiveness; Teacher Administrator Relationship; Educational Quality; Teacher Participation; *Professional Autonomy

This paper examines teachers' attitudes toward issues central to the establishment and functioning of professional development schools in Jefferson County, Kentucky. These issues are teacher effectiveness and teacher empowerment. Like the professional development school concept itself, the research reported is collaborative. Both quantitative and qualitative approaches were used to gain a more complete picture of the day-to-day life in the professional development schools. In reporting results, both research and school-reform concerns are addressed in an effort to enhance "research conversations" within schools and between schools and universities. In the first part of the paper, the collaborative context within which professional development schools have emerged is considered. The second part examines some of the findings of a survey of the teachers and administrators in these schools, focusing on their responses to questions related to teacher efficacy and empowerment. Section three presents related evaluative data derived from participant observation in their schools and interviews with staff members. Finally, consideration is given to the implications of the research findings for school-university collaboration.

Obstacles and Possibilities in Building Interdependence: Two Worlds.
Beyerbach, Barbara

ED 306212

ERIC Descriptors: *Researchers; *Research; *Interaction Process Analysis; *Teacher Attitudes; Pacing; High Schools; Science Instruction

This study examined the interrelationships between research, policy, and practice. A year-long observation study was made of the lives and activities of a group of educational researchers collaborating on a nationally funded research investigation. The researchers were trying to implement wait time in high school biology and chemistry classes. Initially, the study focused on: (1) the development of research ideas; (2) the subjective meaning of the research as work to the individuals; (3) the group's interactions, leadership structure, decision making process, and interactions with their teacher-subjects; and (4) the interactions within the larger social context. The focus of the study was broadened to encompass the perspectives of the teacher-subjects towards wait time, and eventually towards becoming a teacher-researcher. An analysis of the accumulated data indicated that involving teachers as researchers allowed highly experienced teachers an opportunity to grow and learn in ways that they felt benefited their students.

Exploring Preservice and Practicing Teachers' Thinking About Children and Teaching.
Beyerbach, Barbara A.; And Others

ED 306213

ERIC Descriptors: *Early Childhood Education; *Child Development; *Theory Practice Relationship; Student Teacher *Child Psychology; *Teachers; Preservice Teacher Education; Student Behavior; Higher Education; Comparative Analysis

This study seeks to evaluate if and how undergraduate and graduate students in an early childhood education program applied theories of child development and knowledge of pedagogy in discussing and interpreting young children's behavior in two different contexts.This was assessed by analyzing their discourse as they discussed video tapes: (1) in small groups after viewing a video of children playing over the course of 18 months; and (2) in stimulated recall sessions in which the students were reflecting on lessons that they had taught. A brief description is given of the current undergraduate early childhood program at the University College of New York at Oswego, and the procedures used in the study. Data from the study indicated that the undergraduates' discussion of children attempted to apply

course content to their observations but lacked finely tuned observation skills. As compared to the more experienced teachers, their recommendations were often vague and abstract. Implications off the findings for improving a teacher education program are discussed.

Psychological and Personal Dimensions of Prospective Teachers' Reflective Abilities.

Richards, Janet C.; And Others

ED 306214

ERIC Descriptors: *Critical Thinking; *Metacognition; *Student Teachers; *Student Characteristics; *Locus of Control; *Personality Traits; Creativity; Achievement Need; Preservice Teacher Education; Higher Education

This study of student teachers' reflective abilities defines reflecting about teaching as the capability and willingness of prospective teachers to question and critically analyze their teaching and teaching experiences. In discussing differences between student teachers in psychological and personal dimensions, the characteristics examined were: (1) experience; (2) academic performance; (3) achievement need; (4) locus of control; (5) creative ability; and (6) personality type. The subjects of the study were 16 elementary education majors enrolled in reading/language arts courses designated as an inquiry-oriented early field experience. Dialogue journals were chosen as the primary mode of reflection. These journals were analyzed weekly for evidence of reflective thinking. At midsemester the subjects were classified as either "reflective" or "non-reflective" based on their journals and individual interviews. The results indicated that there may be measurable psychological and personal determinants or characteristics which describe "reflectors." Some of these characteristics are self-confidence, academic ability, and prior experience. A significant "reflector" characteristic was internal locus of control and the belief that they are in control of themselves and their actions rather than external forces.

The Language of Transformation: An examination of the Student Teacher's Process of Transformation of Experience to Personal Knowledge.

Moon, R. Arden; And Others

ED 306216

ERIC Descriptors: *Student Teachers; *Language Usage; *Teaching Experience; *Experiential Learning; *Developmental Stages; Theory Practice Relationship; Comprehension; Cognitive Processes; Field Experience Programs;

Metacognition; Cognitive Development; Preservice Teacher Education; Higher Education

This paper describes the process by which student teachers in field experience programs transform present experience into personal knowledge through experiential learning. The paper is guided by the contemporary understandings about languaging; which include reading, writing, talking, listening, and the transformation of experience into new learning as personally constructed knowledge and meaning. Three considerations regarding student teaching programs are examined and used as a construct for looking more closely at the process of transformation in learning. The exploratory research reported in this paper looks specifically at how a student teacher's written language may differ at the various developmental levels of becoming a professional teacher and what patterns of language, if any, promote or facilitate transformation at the different levels. The three considerations presented as the paper's construct are: (1) the traditional learning model accepted in many programs as appropriate for student teaching; (2) the process of learning from experience; and (3) languaging as a strategy for transforming experience to personal knowledge--specifically writing and talking, which are the originating processes.

Teacher Thinking: Effects of Intervention Instruction on Basic Teaching and Problem Solving Skills.

Sunal, Dennis W.; And Others

ED 306217

ERIC Descriptors: *Cognitive Mapping; *Problem Solving; *Encoding (Psychology); *Beginning Teachers; *Cognitive Development; Developmental Stages; Higher Education; Decision Making; *Perceptual Development

The purpose of this study was to determine if intervention instruction in encoding processes affects novice teacher problem solving ability in educational contexts of varying levels of complexity. It sought to determine the effects of intervention training in nine specific encoding processes, prerequisite to effective problem solving, on novice teacher performance in observing and making higher quality decisions in planning and teaching classroom lessons. The cognitive structure level of the novice teacher was also studied to determine its effects on the quality of professional performance. The subjects of the study were senior year preservice education majors at a large eastern university. A detailed description is given of the procedures followed in the intervention process used in the instruction received by the experimental group. These procedures were intended to increase the complexity of awareness, including perceiving, conceiving, reasoning, and judging, through adaptation to the environment and assimilation of information. A discussion of the results indicates support

for the hypothesis that teacher education courses and inservice training focusing at least partially on basic encoding processes can increase novice teacher effectiveness in basic teaching and problem solving skills.

A Study of Fifty Effective Teachers Whose Class Average Gain Scores Ranked in the Top 15% of Each of Four School Types in Project STAR.
Bain, Helen; and Others

ED 307246

ERIC Descriptors: *Teacher Effectiveness; *Teaching Methods; *Learning Strategies; *Class Size; *Teacher Characteristics; Instructional Materials; Classroom Techniques; Teacher Student Relationship; Primary Education

The teaching practices, the materials used, and professional and personal characteristics of forty-nine effective teachers were studied to determine what effective teachers do to promote learning in reading and mathematics. The students of the selected teachers ranked in the top 15 percent of scaled score average gains in reading and mathematics. A variety of instructional planning activities, teaching strategies, and materials were found in common. The teachers: (1) had high expectations for student learning; (2) provided clear and focused instruction; (3) closely monitored student learning progress; (4) retaught, using alternative strategies when children didn't learn; (5) used incentive and rewards; (6) were highly efficient in their classroom routines; (7) set and enforced high standards for classroom behavior; and (8) maintained excellent personal interactions with their students. Effective teachers, for the most part, had classes substantially reduced in size or had the use of aides. Only seven of the effective teachers had large classes. These teachers, who demonstrated excellent organizational skills, had almost two hours more teaching time per week for both mathematics and reading than the other 85 percent of teachers.

Career Development: A Longitudinal Study of Teachers at Different Life-stages.
Cohen, Margaret W.; Klink, Barbara

ED 307247

ERIC Descriptors: *Career Development; *Longitudinal Studies; *Stages of Development; *Teacher Attitudes; *Occupational Aspiration; Socialization; *Teacher Background; Elementary Secondary Education

The primary purpose of this study was to learn how socialization into the teaching profession is affected by the non-academic experiences of teachers.

A secondary objective was to provide insight into the research on teaching that has demonstrated that teachers pass through stages of career development. Participants were two groups of teacher education graduates: those who were traditional college-age students (under 30) and those who were classified as nontraditional or returning students (over age 30). The longitudinal study focused on: (1) whether the differences found initially between the two groups of newly certified teachers were still apparent five and six years following the completion of their preservice programs; and (2) how the career development patterns within each group were influenced by the initial differences. Participants had completed their preservice education at an urban mid-western university five and six years ago. Results indicated: (1) more nontraditional-aged teacher education graduates are teaching five and six years after certification; (2) initial differences between the groups diminished after five or six years of teaching; (3) nontraditional-aged teachers perceived a variety of factors as helpful in preparation for teaching; and (4) traditional-aged teachers are more inclined to set goals outside the classroom, such as administrative positions.

Teachers as Researchers: Training, Attitudes, and Performance.
Green, Kathy E.; Kvidahl, Robert F.

ED 307248

ERIC Descriptors: *Teacher Attitudes; *Research Utilization; *Theory Practice Relationship; *Use Studies; Teacher Education Curriculum; Change Agents; Research Methodology; *Research Skills

This study assessed teacher perceptions of research use and barriers to use. Specific purposes were to: (1) assess the frequency of review of the research literature, actual practice of research, and research dissemination by teachers; (2) describe the level of teachers' training in research methods; (3) describe views of the adequacy of training in research methods; (4) assess the attitudes toward different barriers to using and performing research; and (5) assess differences among teachers at different grade levels, in different content areas, and with versus without coursework in research methods in attitude toward and use of research. A questionnaire sent to 600 inservice teachers had 417 usable responses. Results suggest that teachers read research but do not do research. Also that teachers are more likely to read, perform, and present research findings if they have had some training in research methods. It is suggested that consideration should be given to the place of explicit education in research methods in the teacher education curriculum.

Inservice Education and Teacher Change: A Study of Writing Project Graduates.

Wilson, David E.

ED 307249

ERIC Descriptors: *Teacher Attitudes; *Attitude Change; *Writing Instruction; *Participant Satisfaction; Inservice Teacher Education; Writing Skills; Elementary Secondary Education; Teaching Methods

In the eleven years since its inception, over four thousand teachers from all grade levels and content areas have studied in the Iowa Writing Project's summer institutes. This paper reports on a study on the ways in which the project influences teachers' beliefs and practices. The study was conducted by means of surveys, interviews, case studies, and over 70 hours of classroom observation with participants in the project. Results of the study support the assertion that participation in the Iowa Writing Project can and does change teachers' beliefs and practices about writing and the teaching of writing.

Curriculum Planning and Enactment of Beginning Teachers: A Double Case Study.

Wiesz, Eva

ED (SP031161)

ERIC Descriptors: *State Curriculum Guides; *Lesson Plans; *Hidden Curriculum; *Incidental Learning; Teacher Behavior; Elementary Secondary Education; *Relevance (Education); Beginning Teachers; *Educational Objectives

The purpose of this study was to examine the gap between the formal, policy curriculum document and the enacted curriculum in the classroom, and to define "what counted" as curriculum in two classrooms. Long-term observational research was conducted in the classrooms of two inductee teachers who were participants in an induction program for beginning teachers. Specifically, the study examined: (1) the nature of the curriculum in the classrooms of the two teachers; (2) the relationship between the policy document and the enacted curriculum; and (3) the relationship between the teacher-planned document and the enacted curriculum. The official curriculum was defined as the statement expectations generally prescribed by a State Department of Education stating what should be taught in the classroom. The planned curriculum was defined as the teacher's own written document, stating goals, objectives, activities and methods of evaluation. The enacted (observed) curriculum was the actual curriculum conveyed in the classrooms; it was that which was deliberately, or at times unintentionally, taught. The findings of a gap between the teachers' planned curriculum

document and their enacted curriculum points up a need to further examine the interrelationships of the documents with the enacted curriculum in classrooms.

Teachers' Work and the Politics of Time and Space.
Hargreaves, Andy

ED 307250

ERIC Descriptors: *Time Management; *Released Time; *Time Perspective; *Teacher Administrator Relationship; *School Policy; Curriculum Development; Professional Recognition; Planning; Elementary School Teachers

The theoretical analysis of time and teachers' work presented here arises from an ongoing project studying elementary principals' and teachers' perceptions and uses of preparation or planning time within the school day. Many school boards in Ontario now provide their elementary teachers with a guaranteed minimum amount of scheduling time for purposes of preparation, planning, and other support activities. Drawing on a sample of eighteen schools in three school boards, the study is investigating how preparation time is perceived and used in a board where such time is being newly instituted, in a board where preparation time has been in place for some years, and in a board where such time is related to a specific initiative designed to foster collaborative planning among teachers. The study focuses not just on perceptions and uses of preparation time in particular, but also on the nature of the broader aspects of the work which teachers undertake outside of their scheduled class time. Five interrelated dimensions of time are discussed, particularly as they apply to teachers' work: technical-rational time, micropolitical time, phenominological time, physical time, and sociopolitical time. A warning is raised that the administrative tendency is to exert tighter control over teachers' work and their time, to regulate and rationalize it and to break it down into small, discrete components.

Recollections of Significant Adults by Preservice Teachers and Nonteaching Students.
Galbo, Joseph J.; And Others

ED 307251

ERIC Descriptors: *Significant Others; *Identification (Psychology); *Education Majors; *Career Choice; *Role Models; Higher Education; Self Concept; Individual Characteristics

A retrospective methodology was used to assess if there are any statistically significant relationships between university students who are in a teacher preparation program or who indicate an interest in becoming a teacher (preservice teachers) compared with those who indicate they are not interested in becoming a teacher (nonteaching students) regarding significant adults recalled while the subjects were in grades K-12. The students are compared across groups and within groups regarding demographic variables such as age, ethnicity, and gender as well as the characteristics of the significant adults who are identified. The preferred characteristics of significant teachers are described in some detail. In general, the findings do not support the primary hypothesis that there are significant differences in the frequency and description of significant adults when preservice teachers are compared to nonteaching students. Preservice teachers do select teachers as significant adults, but these findings may have more practical than statistical significance. The results, particularly with regard to gender and ethnicity, do provide the basis for drawing useful conclusions which have implications for teacher recruitment and for future research.

Field Experiences that Teach: Mentor/Faculty Roles.
Rosaen, Cheryl L.; And Others

ED 307254

ERIC Descriptors: *Field Experience Programs; *Mentors; *College School Cooperation; *College Faculty; Interpersonal Relationships; Concept Formation; Teacher Educators; Preservice Teacher Education; Higher Education; Teacher Education Programs

A new field component for the teacher education program at Michigan State University includes the use of collaborating mentor teachers each of whom oversees an individual preservice teacher's field experiences for a two-year period. Instead of simply providing a classroom context for students' field visits, mentor teachers studied the Academic Learning Program goals and research base; collaborated with Academic Learning faculty in the design, evaluation, and revision of field assignments; and guided prospective teachers' work in the field. Thus, mentors played an active role in the teacher education process. This paper discusses four issues concerning the collaborative relationship between faculty and mentor teachers centered around providing educative field experiences for prospective teachers: (1) the learning-to-mentor process; (2) the evolution of the mentor teacher role; (3) mentor teachers teaching faculty; and (4) the faculty role in the collaborative process. The study focuses on understanding students' developing knowledge and understanding of teaching for conceptual understanding of subject matter, and their ability to use their developing knowledge and skills to teach for conceptual change.

Teacher Researcher: Emerging Change Agent.
SooHoo, Suzanne

ED 307255

ERIC Descriptors: *Change Agents; *Standardized Tests; *Elementary School Teachers; *Collegiality; *Action Research; Teacher Attitudes; Academic Achievement; Student Evaluation; Parent Teacher Cooperation; Principals; College School Cooperation

A description is given of a project in which elementary school teachers acted as researchers in collaboration with a graduate school. The project began when in a meeting a discussion centered on teachers' discontent with standardized test scores. A commitment was made to explore alternative indicators of student achievement. Although the topic of the project was indicators of student achievement, there was a working assumption that the process to be used to get at the topic was that teachers would assume the role of primary researchers. The project provided an opportunity for inquiry, collaboration, and reflection. Daily observation journals and monthly meetings afforded structured occasions in which to systematically reflect upon practice. The project description includes a discussion on the alternatives for measuring student achievement that were developed and the positive feelings the project engendered in the teachers.

Problematising Teaching Through a "Critical" Perspective on Clinical Supervision.
Smyth, John

ED 307256

ERIC Descriptors: *Professional Development; *Teacher Effectiveness; *Collegiality; *Interprofessional Relationship; *Critical Thinking; Teacher Evaluation; Educational Objectives; Change Agents

This paper takes as its starting point the well-known and extensively used process of clinical supervision and shows how what started over 30 years ago as a collaborative process has been harnessed into a sophisticated mechanism of teacher inspection and surveillance. It shows how this co-option has occurred historically through the progressive alignment of clinical supervision with the conservative educational reform movement in schools. It concludes by describing a "critical" perspective through which teachers might not only be able to restore the collaborative intent of clinical supervision, but in the process, enable teachers to regain more control over their teaching. Problematising teaching--creating a narrative text about that teaching and confronting the social, historical, and political agenda

expressed in it--are all seen as precursors to the restoration and reclamation of teaching by teachers.

The Institutional and Social Context of Teaching.
Tharp, Roland

ED 307257

ERIC Descriptors: *School Organization; *Teacher Administrator Relationship; *Teacher Student Relationship; *Academic Achievement; Institutional Characteristics; Administrative Organization; Educational Change; Bureaucracy

This paper discusses the links among (1) schools' formal organizational structures; (2) the interactions of administrators and faculties; and (3) the patterns of thinking that grow from these interactions. These in turn have consequences for teacher-student interactions, and ultimately effect the cognitive development of students. Each of these levels of school functioning is nested within the next, in an organic unity, which accounts for the resistance of school to reform and innovation. The implications for educational research and practice is discussed, both in theoretical and practical terms.

Attraction to Teaching: A Study of Graduating Seniors at Columbia College and Barnard College. A Pilot Study.
Kane, Pearl R.

ED 308140

ERIC Descriptors: *Teaching (Occupation); *Career Choice; *Student Attitudes; *Teacher Recruitment; *College Graduates; Higher Education; Teacher Salaries; Graduate Study; Questionnaires

This pilot study addressed questions related to teacher recruitment of college graduates. The first part of the study reports the findings of a mail survey designed to gauge the plans of graduating seniors at Columbia College and Barnard College. Part two reports on the findings of a follow-up mail survey of those seniors who said they would consider taking a teaching job in an elementary or secondary school if offered the job. Findings indicated that low salaries and students' plans to attend graduate school were the major obstacles to entry into teaching. The follow-up survey revealed that enthusiasm for teaching does not lead to long-term commitment. The results of the survey indicate that higher pay and more opportunities

for job advancement will be necessary to attract and keep well-educated young people in the teaching force. Copies of the two surveys are appended.

Assessment Essentials in Professional Education of Teachers.
Schafer, William D.

ED 308141

ERIC Descriptors: *Teacher Education Curriculum; *Course Content; Test Use; *Testing; *Evaluation Criteria; Test Theory; Preservice Teacher Education; Higher Education; Student Evaluation; Educational Diagnosis; Instructional Effectiveness

This paper describes what in the area of assessment is essential knowledge for a prospective teacher. The listings of topics which would be relevant for a course in measurement for preservice teachers are presented as they might appear in a course syllabus. For each topic, the rationale for its inclusion is given, as well as the skills which would be developed and the specific subjects the topic would include. The eight content areas are: (1) basic concepts and terminology of assessment; (2) uses of assessment; (3) assessment planning and development; (4) interpretation of assessments; (5) description of assessment results; (6) evaluation and improvement of assessments; (7) feedback and grading; and (8) ethics of assessment.

Four Facets of Classroom Ownership Emerging from a Grounded Theory of Novice Language Arts Teachers' Knowledge of Practice.
Kleinsasser, Audrey M.

ED 308142

ERIC Descriptors: *Teacher Interns; *Cooperating Teachers; *Classroom Environment; *Teacher Role; *Teacher Autonomy; Language Arts; Teacher Student Relationship; *Student Teacher Attitudes; Preservice Teacher Education; Higher Education; Program Length

This study examined the phenomena of the ownership of the classroom by a cooperating teacher and the constraints this imposes on the student teacher. Eight secondary language arts student interns completing a 14-week teaching internship participated in the study. Case studies were developed from data which included weekly unstructured interviews, bi-weekly journal accounts, two classroom observations, and structured interviews before and after the internship. Four facets of classroom ownership which formed distinct barriers for the intern teacher are identified and discussed: (1) the cooperating teacher's physical presence in the classroom; (2) the artifacts

of teaching, e.g., the grade book, teacher's desk, building and room keys, and the pupils; (3) length of the internship and interpersonal relationships; and (4) experience and decision making power.

"In Medias Res": Good for Greek Drama but not Necessarily Good for Pre-service Language Arts Interns.
Kleinsasser, Audrey M.

ED 308143

ERIC Descriptors: *Student Teaching; *Decision Making; *Planning; *Time Management; *Scheduling; Student Teacher Attitudes; Cooperating Teachers; Preservice Teacher Education; Higher Education; Teaching Conditions; Program Length

This study examined the time constraints imposed on teacher interns by the fact that they enter a classroom already established and owned by a cooperating teacher and leave the scene before the actual year-end closure. Participants in the study were eight secondary language arts student interns. Separate case studies were completed for each intern, based on structured and unstructured interviews, journal accounts, classroom observations, and a preliminary questionnaire. Two aspects of planning driven by time were identified: (1) the rhythm of school, the constraints of time, and instructional pacing, i.e., technical control; and (2) planning by thematic units, activities, and daily plans. The participants felt that the 14-week internship was too short to develop the interpersonal relationships identified as critical to teaching, and too long to be in another teacher's classroom.

Crucible or Cradle: A Typology of the Working Conditions of New Teachers.
Szabo, Margaret A.

ED 308144

ERIC Descriptors: *Teacher Orientation; *Beginning Teachers; *Teaching Conditions; *Institutional Characteristics; *Educational Environment; Administrator Effectiveness; Socialization; Secondary Education; Teacher Attitudes; Classification

This paper describes the range of variation in the key working conditions of thirteen new teachers in six different high schools in California. The second section summarizes how the literature on teacher induction and two broad theories of organizational socialization guided data collection and analysis. The third section describes the data and methods used in the study. Section four presents the working condition factors which arose from

the data and briefly describes how these factors varied across the thirteen teachers. Section five describes a typology of the working conditions based on the factors in section four and illustrates the typology by presenting case studies of four new teachers. Section six returns to the two models of organizational socialization, comparing these alternate models to the four types of working conditions and drawing implications for policymakers and school practitioners to ponder. The conclusion comments on how the typology may be useful to future research.

Predictors of Beginning Teacher Burnout.
Ayalon, Aram

ED 308145

ERIC Descriptors: *Teacher Burnout; *Beginning Teachers; *Educational Environment; *Teaching Conditions; *Professional Recognition; Stress Variables; Organizational Climate; Interpersonal Relationship; Teaching Load; Class Size; Teacher Administrator Relationship

This study explored the elements in the school environment which predict beginning teachers' burnout at the end of the first year of teaching. Two surveys were administered to 45 first year teachers, one in the fall semester and the other several weeks before the end of the school year. The surveys queried the teachers about their current working environment and their feelings associated with burnout. Factors measured were: (1) role overload; (2) instructional rewards; (3) job design; (4) role ambiguity; (5) classroom environment; (6) goal clarity; and (7) frequency of interaction with other teachers and administrators. Findings indicated that rewards obtained from student progress, and teacher and administrator recognition were the only factors determined to have a significant influence as predictors of end-of-the-year burnout. High levels of skill variety in the job provided an additional explanation of teacher burnout. It is implied that providing positive recognition and adequate time for planning and instruction, as well as reducing class size, may reduce beginning teachers' burnout and attrition.

The Substance and Development of Preservice Teachers' Knowledge During a Field-Based Elementary Physical Education Methods Course.
Rovegno, Inez

ED 308143

ERIC Descriptors: *Physical Education; *Methods Courses; *Teaching Experience; *Experiential Learning; *Field Instruction; Preservice Teacher Education; Higher Education; Elementary School Teachers

Research findings have indicated that the quality and amount of context-specific knowledge appear to play an important role in being and becoming a competent teacher. This study focused on the substance and development of preservice teachers' knowledge during one phase of the learning-to-teach process, that phase being first semester senior year immediately prior to student teaching. The purpose of the study was to describe and analyze what and how seven preservice teachers learned during a field-based elementary physical education methods course. Two questions guided the research; (1) what was the substance of salient knowledge components of preservice teachers during a field-based elementary physical education methods course; and (2) how did these knowledge components develop. All class meetings and field experiences were observed, and informal and formal interviews with each preservice teacher were conducted. Class notes, lesson plans, lesson evaluations, dialogue journals, and examinations were analyzed. A major finding of the study suggests that preservice teachers' knowledge components became more fine-grained, integrated, and contextual. The finding suggests a field-based methods course focusing on guided learning by doing is a setting that can encourage the development or more expert-like knowledge.

School-University Collaboration: Why It's Multicultural Education.
Brookhart, Susan M.; Loadman, William E.

ED 308147

ERIC Descriptors: *College School Cooperation; *Professional Recognition; *Social Systems; *Sociocultural Patterns; *Organizational Climate; *Teacher Attitudes; Institutional Characteristics; Theory Practice Relationship; Perspective Taking; Human Relations; *Work Environment

Collaboration between university and public school educators is a strategy which has recently gained support as a part of the teacher education process and as a viable area in which to conduct research. This paper defines the concept of the culture of educational settings and asserts that school-university collaboration occurs in the intersection of two cultures. The sense a person makes out of life and work at a university differs in four dimensions from the sense a person makes out of life and work in a public school: (1) work tempo and the nature of professional time; (2) professional focus, from theoretical to practical; (3) career reward structures; and (4) sense of personal power and efficacy, or the connection one perceives between one's educational efforts and intended outcomes. Descriptions and evaluations of various collaborative projects are reviewed, along with related literature. Evidence is cited to support the findings that educators

who have participated in collaboration gain insights into the nature of their own and fellow educators' orientations with respect to the cited dimensions.

Complex Instruction: Theory and Classroom Implementation.
Lotan, Rachel A.

ED 308148

ERIC Descriptors: *Teaching Methods; *Instructional Development; *Research Utilization; *Grouping (Instructional Purposes); *Educational Innovation; Elementary Secondary Education; Small Group Instruction; Learning Strategies; Program Implementation

This paper illustrates how theoretical research and development of an innovative instructional approach have been successfully integrated with teacher training and classroom implementation. This approach, called "Complex Instruction", was designed to facilitate the development of cognitive, academic, and linguistic functioning of all students in heterogeneous classrooms. Organization of the classroom to provide equal access to the critical features of instruction (i.e., the curricular materials, interaction with the teacher, and interaction with peers) is among the crucial elements of this approach. Organizational sociology is used as a framework to develop an argument regarding the relationship between mastery of a knowledge base underlying a specific classroom technology, and its actual implementation in the classroom. To support this argument, an analysis is presented of the underlying knowledge base and its relationship to the central features of classroom implementation of Complex Instruction, the instructional technology. In addition, descriptions are given of the conditions for developing teacher conceptual understanding, and the implications of explicitly incorporating theory and research into the teacher training implementation process.

Supervision for Growth: A Practitioner's Perspective.
Miserandino, Anthony

ED 308149

ERIC Descriptors: *Administrator Role; *Moral Development; *Student Motivation; *Student Needs; *Staff Development; Professional Development; Teaching Styles; Secondary Education; Educational Environment; Administrator Effectiveness

A successful program for staff development focused on moral development will view teachers as growing adults who will become more professional and successful as they are provided with a work environment that demands choice, autonomy, dialogue, and reflection. Such a working environment from the close close collaboration of the administrator, the teaching staff, and the students. This paper describes a staff development effort which moved the faculty closer to the ideal of a new professional culture centered upon student learning. While this model examines policies within schoolhouse walls, it does have the power to effect policy changes outside of the individual school since it seeks to establish a richer understanding of the teaching profession. A case study is given of a faculty workshop, organized around the theme of developing new norms to enhance the professionalization of the teaching staff by attending more responsibly to students' needs. Three dominant areas which needed to be addressed by the faculty were identified: (1) the students thought the teachers were unfair in grading; (2) instructional styles needed to be enhanced and expanded; and (3) the faculty endorsed both short and long term responsibilities for professional development. Within this presentation, supervision by the principal is seen as an obligation which seeks to promote the moral growth of the staff by attending to issues of injustice as perceived by the school community.

The Development of Commitment to Teaching.
Otis-Wilborn, Amy K.; And Others

ED 308154

ERIC Descriptors: *Student Recruitment; *High School Students; *Academically Gifted; *Teaching (Occupation); *Academic Advising; Career Choice; School Holding Power; Teacher Education Programs; Preservice Teacher Education; Higher Education; Student Attitudes

This paper examines the expressed commitment to teaching of 17 "high ability" students who were recruited as high school seniors for careers in teaching. During the two-year recruitment phase of their collegiate program, students' levels of expressed commitment to teaching as a career choice were evaluated at three points using a combination of qualitative and quantitative research techniques. Data presented in this paper indicate that: (1) aspects of career commitment can be identified and described; (2) level and aspects of commitment are variable across time and may be influenced by institutional and personal factors; and (3) several of these factors may be influenced by faculty and curriculum of post-secondary education. The authors argue that commitment to teaching as a profession and a career choice can be developed and nurtured prior to the beginning of what is typically considered "traditional" teacher training activities. The notion of a "sustained" stage of recruitment of students into teaching is thus proposed.

From the Outside In and Back Again: A Sociological Analysis of the Acquisition, Evaluation, and Utilization of a Teacher's Occupational Knowledge.
Schempp, Paul G.

ED 308160

ERIC Descriptors: *Epistemology; *School Community Relationship; *Teaching Experience; *Evaluation Criteria; *Institutional Characteristics; *Cognitive Processes; Educational Resources; Concept Formation; Teacher Attitudes; High Schools; *Physical Education Teachers; Case Studies

Using an educational theory labeled the new sociology of knowledge, this paper examines how an individual teacher acquires, evaluates, and utilizes the knowledge necessary to live and work as a physical education teacher in a high school and in a community. The study endeavored to locate the sources of the teacher's occupational knowledge, understand the processes used in evaluating that knowledge, and recognize the modes and functions of that knowledge in physical education classes. Data collection and analyses focused on the culture and subcultures informing and influencing the teacher's work. Particular attention was given to the cultures of community, school, and profession. Findings analyze five primary sources of knowledge appropriated by the teacher: (1) the community; (2) the school; (3) the teaching profession; (4) personal biography; and (5) occupational experience. Results led to the conclusion that the teacher's personal biography and perceptions of the messages embedded in school and community cultures played primary roles in shaping and defining the teacher's pedagogical practice in physical education. It is noted that recognition of the cultural codes embedded in the intellectual activity of a teacher identifies the social mission performed by schools.

Preservice Multicultural Teacher Education: Predictors of Student Readiness.
Bennett, Christine; And Others

ED 308161

ERIC Descriptors: *Multicultural Education; *Cognitive Structures; *Cognitive Development; *Student Attitudes; *Attitude Change; Cultural Differences; Ethnicity; Preservice Teacher Education; Higher Education; Teacher Education Curriculum; Social Bias

This paper reports the latest in a series of studies on the impact of a multicultural education course for preservice teachers. The course is based on a conceptual model of multicultural teacher education that includes four interactive goals: (1) to develop multiple historical perspectives and cultural consciousness; (2) to develop intercultural competence; (3) to

combat racism, prejudice, and discrimination; and (4) to develop multicultural teaching skills. Previous research on the course had established that overall, the course had a positive impact on students' knowledge, attitudes and behaviors, but it also revealed that students enrolled in the course differed dramatically in their readiness and receptivity for multicultural education. While many students appeared to feel positive and receptive to the course content and experience, others seemed to be highly resistant. Since cognitive structures can affect ways students receive and process course information aimed at building multicultural knowledge and understanding, a measure of cognitive development was added to the study, and possible relationships between preservice teachers' cognitive development level and the impact of the course were explored.

Comparison of Student Attainment of Teaching Competencies in Traditional Preservice and Fifth-Year Master of Arts in Teaching Programs.
Arch, Elizabeth C.

ED 308162

ERIC Descriptors: *Masters Degrees; *Academic Achievement; *Teacher Education Programs; *Program Evaluation; Comparative Analysis; *Undergraduate Study; Beginning Teachers; Teacher Effectiveness; Cooperating Teachers

This study evaluated and compared two models of teacher education, a traditional certificate-only and a fifth-year Master of Arts in Teaching program, to determine their effectiveness in producing desirable outcomes in preservice teacher candidates. The salient characteristics of each of the programs are described. Most of the subjects of the study were involved in coursework and practica during the year prior to the collection of data, although a few of the certificate-only students extended their teacher preparation over a slightly longer period. Data was collected when most of the subjects had completed their student teaching and were evaluated by their public school supervising teachers on their attainment of a specific list of 15 competencies. All the students and their supervising teachers were asked to evaluate the teacher education program on the extent to which it successfully accomplished the goal of providing the knowledge and skills required to be a competent beginning teacher. The data is discussed in detail accompanied by tables. The results of the data analysis indicated that in general both programs provided the majority of the preservice teaching candidates with satisfactory knowledge of effective teaching practices and ability to implement those practices in the classroom. A comparison between the two programs indicated some differences in their impact. These differences are discussed and analyzed.

Making Explicit Implicit Theories of Teaching: Starting Points in Preservice Programs.
Cole, Ardra L.

ED 308163

ERIC Descriptors: *Self Evaluation (Individuals); *Inquiry; *Student Attitudes; *Individual Development; Metacognition; Learning Theories; Preservice Teacher Education; Higher Education; Teacher Effectiveness; *Educational Theories; *Intellectual Experience

A discussion is presented of a project that attempts to link research interest in teachers' implicit theories, attitudes, beliefs, and teaching practice and with a preservice introductory educational psychology course. The main purpose of the study was to make more personally meaningful and practical the pedagogical theories, research, and ideas studied in the course by engaging the students in a process of self-inquiry leading to an articulation of a "Beginning Personal Theory of Teaching." The second purpose was to begin a long-term study of the development of teachers' personal theories of teaching from their articulated beginnings in the preservice program, through the induction years, and into experienced practice. This paper describes the nature and content of the self-inquiry program and recounts how the student experienced it. This provides the basis for some reflections on the university-based component of the preservice teacher education program.

Student Teachers' Concerns and the Student-Teaching Experience: Does Experience Make a Difference?
Maxie, Andrea Peters

ED 308164

ERIC Descriptors: *Student Teacher Attitudes; *Socialization; *Field Experience Programs; *Student Teaching; *Teaching Experience; Elementary School Teachers; Cooperating Teachers; Higher Education; Preservice Teacher Education; Developmental Stages; Educational Environment; Individual Needs

This study describes and analyzes the student teaching experience and its role in the development of a select group of elementary-level student teachers. The research proposed to determine, qualitatively, the concerns of student teachers; to determine change in student teachers' concerns; and to describe and analyze the role of the student teaching experience in terms of factors perceived to influence student teachers' concerns and teacher development. The theoretical framework for describing teachers' concerns was Fuller's (1969) developmental conceptualization of the concerns of teachers. The principal questions addressed were: (1) What are the concerns of

elementary-level student teachers? (2) Who are the significant individuals (or individual) in the student teaching experience? (3) What types of assistance do student teachers perceive they need? and (4) What is the perceived importance of the context of student teacher--the university and public school--in teachers' concerns and teacher development? The study provides an in-depth descriptive, analytic, and interpretive account of common characteristics and themes across individual case studies. A summary of findings includes implications for research and practice.

Interactive Styles in Traditional and Reflective Teacher Education Seminars.
Hutchinson, Lynn M.

ED 308174

ERIC Descriptors: *Discourse Analysis; *Teaching Styles; *Group Dynamics; *Interaction Process Analysis; *Seminars; Teacher Behavior; Student Attitudes; *Student Reaction; Higher Education; Receptive Language; Divergent Thinking

This study describes the interactive styles of two university professors and their students in traditional and reflective seminar contexts. As both professors taught the same group of undergraduates in an inquiry oriented experimental teacher education program and also taught groups of graduate students in traditional seminars, it was possible to analyze professor and student styles in both contexts. A discourse analysis system for seminar settings was used to determine how participants contributed to the structure and sequence of seminar talk in the four settings. Although structuring and sequencing styles varied between the two professors, professor style remained almost constant between settings, suggesting that the effect of context on professor style was minimal. Student styles were strongly influenced by professors; they varied their performance to match professors' styles. No differences were found in the total number of moves contributed by students in different contexts. However, students enrolled in traditional seminars accommodated professor style to a greater extent than did students enrolled in reflective seminars, who contributed significantly more moves typically taken by the professor in traditional settings. These differences suggest that student participation in reflective and traditional seminars differed qualitatively rather than quantitatively.

Learning about Learning to Teach: A Case Study of Pre-Service Teacher Education.
Gunstone, Richard F.; And Others

ED 308177

ERIC Descriptors: *Cognitive Development; *Learning Processes; *Self Concept; *Student Attitudes; Program Evaluation; Foreign Countries; Research Methodology; *Preservice Teacher Education; Higher Education; Teaching Methods; Longitudinal Studies; Collegiality; Science Education

A report is given of a three year longitudinal study which has two strands, both of which are concerned with understanding better the complexities of teaching and learning science, knowing more of the processes by which individuals change, and understanding more of the research methodologies appropriate for these purposes. The first strand involves science teachers in secondary schools working in a collaborative fashion with the researchers. The second strand involves a group of science graduates who undertook a one year preservice education course during which an intensive case study of the development of the members of the group was undertaken. A description is given of issues of significance for teacher education which were reflected in the program undertaken by the students. The program reflected three broad areas of constructivist learning: student teachers' views of teaching and learning, their understanding of the content they teach, and their views of self. The most striking findings from the year related to the nature and extent of personal development, growth, and change experienced by many of the participants. This development was in individual intellectual competence and self esteem.

Intellectual and Methodological Imperatives for Individual Teacher Development.

Baird, John R.

ED 308178

ERIC Descriptors: *Intellectual Development; *Metacognition; *Change Agents; *Action Research; *Learning Experience; Phenomenology; Epistemology; Cognitive Development; Teacher Education; Higher Education

This paper pursues three themes for understanding the nature of teaching and learning: (1) the mechanisms involved in teaching and learning as they occur in their normal context; (2) the processes and effects of a change whereby teachers and students assume greater personal awareness; and (3) the processes for facilitating change. Discussion centers around certain assumptions: (1) episodes of teaching and learning are each a singular process of development of personal intellectual competence and performance; (2) the mechanisms of interaction of the different components of intellectual competence and performance must be understood; (3) the notion of constructivism holds for all components of intellectual competence, and enhances understanding of the nature of intellectual performance; (4) enhanced metacognition is a principal goal of education and a focus for fostering intellectual development; (5) because of the complex and personal

nature of change through intellectual development, progress requires that the teacher and learner participate actively in research; (6) this research should be based on reflection, and should be directed to constructing a pluralistic, relativistic epistemology; and (7) collaborative research fosters intellectual development through reflection on practice.

The Teaching/Learning Triangle of Professional Education: Implications for Research and Development.

Sheets, Kent J.; Schwenk, Thomas L.

ED 308179

ERIC Descriptors: *Professional Education; Higher Education; Teacher Student Relationship; *Research Needs; *Physician Patient Relationship; Role Models; *Clinical Teaching (Health Professions)

This paper presents a theoretical model for representing the teaching/learning triangle and offers an agenda for research and development in this area. The theoretical framework for considering the teaching/learning triangle is based on determining the characteristics of the teacher, student, and patient/client and the dynamic relationships between them that lead to effective teaching and learning while maintaining patient/client satisfaction with professional services rendered. A review of the literature reveals that most research studies on this topic have focused on one or more of the components of the triangle or on one or more of the relationships. The proposed research agenda focuses on determining the characteristics of effective clinical experiences for professional students from the perspectives of the teacher, learner, and the patient/client, and the relationships between each of the three participants. It is also suggested that collaborative research and development should be promoted on the teaching/learning triangle between investigators in different professions.

From the Coast to the Mountains: Enhancing the Self-Esteem of North Carolina Teachers.

Rud, Anthony G., Jr.

ED 309151

ERIC Descriptors: *Enrichment Activities; *Improvement Programs; *Self Actualization; *Excellence in Education; *Holistic Approach; Creative Activities; Public School Teachers; Elementary Secondary Education

This paper describes two recent seminars for exemplary K-12 public school teachers from North Carolina held at the North Carolina Center for the Advancement of Teaching (NCCAT). A discussion is presented on the program's rationale. The seminars are examined in the light of the framework of an article on four conceptions of excellence: (1) technical proficiency; (2) disciplinary initiation process approach; (3) self actualization; and (4) social responsibility. A discussion is offered on the development of a theory and practice of holistic education for career school teachers as exemplified by the NCCAT seminars.

Agency, Structure and the Rhetoric of Teacher Empowerment.
Gore, Jennifer M.

ED 308180

ERIC Descriptors: *Power Structure; *Professional Autonomy; *Professional Recognition; *Status Need; Teacher Qualifications; Teacher Effectiveness; Elementary Secondary Education; Teacher Education; Higher Education

This paper explores notions of empowerment, as variously constructed in contemporary educational discourse, in an attempt to better understand what it means to adopt empowering rhetoric. The discussion is framed around three questions: (1) What is empowerment in contemporary educational discourse? (2) What is desirable, and what should teachers be empowered for? and (3) What is possible and, realistically, what can be achieved? The paper begins with a brief etymological analysis of the term empowerment. It this section, it is concluded that the use of the term itself implies the acceptance of certain assumptions about power and power relations. Next, the term teacher empowerment as it is used in teaching and teacher education is examined. References are made to conservative, liberal humanist, and critical educational discourses and their notions of teacher empowerment are clarified. Reference is made to the structure/agency debate in contemporary social theory in order to demonstrate some issues and problems of empowerment rhetoric. Recent poststructuralism and postmodernism works which offer an alternative notion of power are considered.

Constructing the Practicum Experience.
Northfield, Jeff R.

ED 308181

ERIC Descriptors: *Practicums; *Experiential Learning; *Student Teachers; *Collegiality; *Teacher Orientation; College School Cooperation; Program

Development; Teacher Participation; Student Teacher Attitudes; Higher Education; Preservice Teacher Education; Theory Practice Relationship

In a discussion of the practicum experience for student teachers, it is noted that while the experience of 50 days teaching practice has a powerful impact on student teachers, its potential learning value is not realized. There is little opportunity for student teachers to experience the more extended role that teachers are expected to develop. Teachers have been expected to be involved in school governance, the development of school policies in curriculum, and providing broad curriculum experiences (e.g., integrating disabled students, extra-school experiences, etc.). The challenge in this study was to make the practicum more of a school experience than a classroom experience and provide opportunities for prospective teachers to experience teaching as a collaborative activity. This paper outlines the way in which the practicum experience has been revised in three cooperating schools. This revision has been a joint activity between faculty and schools. The result has been a school experience which has radically altered the teacher education program for a group of student teachers and led to a reconsideration of the relationship between tertiary institution and cooperating school in preparing teachers. Attached is an extract of two student teachers discussing their 12 week school experience with an external evaluator.

Integration of Research and Practice through an Extended Practicum.
Newton, Earle E.; Robinson, Sam

ED 308182

ERIC Descriptors: *Interaction Process Analysis; *Student Teachers; *Mentors; *Professional Development; *Helping Relationship; Theory Practice Relationship; Teacher Behavior; Elementary Education; Teacher Attitudes; Foreign Countries

This study examined, through retrospective interview data, the interaction between student teacher and mentor teacher during a sixteen-week practicum experience. The subjects were four teacher-intern pairs in an elementary school. Three models of coaching and teacher behaviors were considered: (1) joint experimentation--helps students formulate objectives, leads the search for methods, shows what is necessary, collaborates, avoids telling; (2) follow me--relates the parts to the whole, shares repertoire until something "clicks" with the intern; and (3) hall of mirrors--surfaces own confusions, dialogues, sees error as an opportunity for learning. The study sought information on the general views of mentors and interns about the extended practicum and their roles in it. Participants were also asked about their perceptions about problems they encountered and how they were resolved. Inquiry was made on the model of coaching typical for each pair and the

extent research on effective teaching was put into practice in each classroom. Each individual was asked the meaning of the experience in relation to her or his continuing professional development. The underlying intent of the study was to determine if the emphasis on effective teaching behaviors limited or shaped the internship experience.

Characteristics of Inservice Activities and Their Effects on Educational Change.

van Tulder, Margriet; Veenman, Simon

ED 308183

ERIC Descriptors: *Inservice Teacher Education; *Educational Change; *Teacher Attitudes; *Program Evaluation; *Program Effectiveness; Foreign Countries; Program Design; Delphi Technique; Case Studies; Higher Education; Elementary Education

This study examines two types of inservice activities in the Netherlands. With the first, school-focused inservice education, continuing education activities are focused on the interests, needs and problems directly related to one's role and responsibilities in a specific school setting. This focuses on teachers' concerns and needs as well as on matters which demand the coordinated efforts of other teachers in a school setting. The second type, which is individually based, addresses individual teachers' concerns and needs. It can consist of experience to improve general competence or it can facilitate personal development and/or enrichment. The study poses these three questions: (1) What characteristics must inservice activities, focused on the implementation of educational innovations, have in the opinion of experts in the field of inservice education? (2) To what extent do designers of the inservice education activities, conducted in 1984-87, take these characteristics into account? and (3) What are the relationships between these characteristics of inservice activities and their effects on the implementation of newly acquired knowledge, skills, and insights by teachers? The results discussed and analyzed were based on the results of a modified Delphi technique, semi-structured interviews and questionnaires, and six in depth case-studies of participating schools.

A Comparison of Classroom Decision-Making Strategies by Three Groups of Preservice Teachers.

Nuccio, Eugene J.

ED 308184

ERIC Descriptors: *Decision Making; *Field Experience Programs; *Teaching Experience; *Problem Solving; *Student Teaching; Teacher Behavior; Computer Simulation; Preservice Teacher Education; Higher Education

Numerous studies suggest that field experiences focus student attention on short-term survival strategies rather than providing a systematic investigation of alternative theories of learning and instruction. Students attend to management techniques rather than a more reflective approach to instruction. If this is so, students at different points of their preservice preparation should exhibit differing abilities to make classroom and/or management decisions when compared with experienced teachers and each other. Three groups of students were the subjects of this study: one group prior to any field experiences, one after experiences but before student teaching, and one after student teaching. A computer simulation of classroom decision-making situations was used to assess the differential effect of preservice field experiences on classroom decision-making. The results of the study generally support the notion that field experiences do provide measurable changes in the decision-making effectiveness of preservice teachers. The groups in the study differed most frequently on resolving a problem with a group of students who could not work together effectively. The students who were without field experience were less successful and took longer to deal with the problem than did their more experienced peers.

Educators' Forum: Teacher-Initiated Research in Progress.
Evans, Claryce

ED 308185

ERIC Descriptors: *Classroom Research; *Action Research; *Research Methodology; *Teacher Participation; *Collegiality; Elementary Secondary Education; Seminars; Inservice Teacher Education; Theory Practice Relationship

The Educators' Forum is a seminar for teachers which supports them as they carry out investigations in their classrooms and schools. The investigations include studies of classroom issues, action research projects, and studies of individual students. Each member of the Forum is encouraged to choose a topic of interest or concern which is directly related to classroom work, and to design and carry out an investigation related to that topic. The other participants serve as an advisory board, helping the teacher to: focus on one topic, determine what is already known and what needs to be found out, define a researchable question, select appropriate data collection procedures, carry out the investigation, and make sense of the results. This paper describes, briefly, the structure of the Forum and explains the purposes. It reports the results of some typical research endeavors and discusses questions related to the current and future work of the Forum. The

Forum has demonstrated that in a well-designed seminar, teachers can learn to provide support for each other and that because they voluntarily choose to continue to participate in such a seminar, it is a cost-effective form of professional development and reneval.

Congruence of Teaching Method and Observed Teacher Behavior.
Roberson, Terry; Miller, Edith

ED 308187

ERIC Descriptors: *Teaching Methods; *Teacher Behavior; *Congruence (Psychology); *Classroom Communication; *Intermode Differences; *Theory Practice Relationship; Elementary Secondary Education; Teacher Student Relationship; Interaction Process Analysis

This study examined the congruence of teaching method and observed teacher behavior. Its purpose was to find out the actual behaviors in which teachers engaged when using a specific teaching method and whether or not these behaviors were congruent with those dictated by a theoretically-based teaching model. The specific objectives of the study were to: (1) describe, via frequency and percentage data, observed teaching behaviors in each of six teaching methods--discussion, development/discovery, recitation/review, presentation, guided practice, and independent practice; (2) articulate from a review of the supportive theory and underlying assumptions a set of expected or anticipated behaviors for each teaching method; and (3) examine for congruence the descriptive data regarding observed teacher behavior and the theoretically expected behavior. The subjects included a non-random sample of 1,003 public school classroom teachers from across all grade levels. The results indicated that presentation is not formal "lecture" but rather interaction intensive. Also, teachers' presenting behaviors included supportive behaviors such as restating, emphasizing, giving examples. Across the board in the methods, teachers devoted a good deal of time to positive feedback and giving informational responses.

Descriptions of Induction Programs.
Moore, Barbara McGregor

ED 309156

ERIC Descriptors: *Beginning Teachers; *Program Effectiveness; *Teacher Orientation; *Social Support Groups; *Teacher Attitudes; Mentors; Teacher Placement; Elementary Secondary Education; Administrator Attitudes; Teacher Evaluation

Following a presentation of background information on studies about teacher induction in general, this paper describes four different teacher induction programs. All four programs used veteran teachers as support teachers for the beginners. These support teachers were referred to as mentors, helpers, coaches, and consultants. One of the goals of the first program was to improve beginning teachers' instructional performance by providing a more thorough first-year evaluation. Three full time consultants assisted and evaluated first-year teachers. Regular observations and consultations were conducted and the consultants did both formative and summative evaluations. In the second program, the Assessment Program, three fulltime helping teachers met with first year teachers at least once a week and observed, offered unofficial feedback, consulted and conferenced with them. They also provided demonstration lessons. In the Assistance Program, three mentor teachers were assigned to 30 beginning teachers. This program was less than successful because the mentors had only one day of released time each month and the beginning teachers were inclined to seek help from teachers more easily available. The fourth program, the Staff Development Program, had as its major goal credential training for math and science teachers. The program offered the assistance of coaches only to beginning teachers who requested one. Concerns of participants in these programs are discussed.

A Study of Factors Associated with Fifth-Year Teacher Interns' Concerns, Problems, and Stress.

Butler, E. Dean; Smith, Dennie L.

ED 309157

ERIC Descriptors: *Teacher Interns; *Teacher Orientation; *Beginning Teachers; Anxiety; *Teacher Characteristics; *Developmental Stages; *Stress Variables; Grade Point Average; Self Esteem; Elementary Secondary Education

Fuller's theoretical model of concerns was the conceptual framework used in studying concerns, problems, and stress levels of three cohorts of interns undergoing transition to teaching. Variables examined included undergraduate grade point averages, subject area specializations, age, and personality. Subjects were fifth-year beginning teachers seeking licensure through a non-degree alternative program. All completed a year-long internship in public schools. Concerns data were obtained in summer, fall, and spring; weekly problems and stress were observed at four times during the school year. Concern levels were statistically different at various points in time with self concerns high in the summer and management concerns most evident in the fall. Impact concerns generally increased in the spring semester. Variations found between the three cohorts are attributed to program modifications and increased induction support emerging over the three year period. Some differences were found among concern levels according to age, undergraduate grade point averages, subject areas taught, and personality factors. No

differences were noted for stress levels and weekly problems. The findings support the idea that the year-long internship and transition support can be effective in assisting beginning teachers in moving through the developmental stages of learning to teach.

A Case Study of an Effective Teacher in a Suburban Mainstreamed Classroom.
Novacek, Jane; Saunders, Shari

ED 309158

ERIC Descriptors: *Teacher Effectiveness; *Mainstreaming; *Classroom Techniques; *Teaching Style; *Teacher Student Relationship; Interaction Process Analysis; Elementary Education; Teaching Methods; Reading Instruction

This tightly focused profile of an exceptionally able elementary school teacher includes background material on her youth and early years in teaching as well as an in-depth analysis of her teaching methods and relationships with students. Videotapes of her classroom performance and retrospective interviews were used to obtain information. An outstanding teacher in many areas of elementary education, she was particularly effective with mainstreamed children with reading difficulties. Eight themes were identified in her interactions with her students: (1) concepts made visually concrete; (2) frequent questioning; (3) student helpfulness to peers encouraged; (4) independent thinking praised; (5) self concept of students promoted; (6) student responsibility for active participation in classroom encouraged; (7) structured rules and routines; and (8) nonverbal behavior used for maximizing instructional time and/or student attention.

Factors that Are Associated with Change in Teachers' Use of New Materials and Teaching Strategies.
Martin, Giselle O.

ED 309159

ERIC Descriptors: *Teaching Methods; International Education; *Change Strategies; *Teacher Response; Teacher Attitudes; *Summer Programs; *Institutes (Training Programs); Learning Strategies; Institutional Cooperation

Selected findings are presented of a two-year evaluation study of the impact of three different staff development summer institutes on teachers' use of new teaching materials and interactive strategies. The purpose of the study was to explore some of the individual and organizational factors that are

associated with the adoption of new teaching practices. Change was measured in terms of teachers' self-reported degree of use of international education materials, degree of use of interactive teaching strategies, interest in learning or improving their knowledge of interactive teaching strategies, and perceptions of competence on the use of new materials and teaching strategies. The individual factors examined included: (1) gender and grade level taught; (2) degree of previous experience with international education materials and/or interactive teaching strategies; and (3) perceived competence in these areas. Organizational factors analyzed included: (1) existent support structure for the teacher implementing change, as measured by the existence of school and/or district teams working together to implement international education programs; (2) teachers' perception of support; and (3) number of contact hours in the training programs. Analysis of the data confirmed the power of organizational linkages between the teachers, the school and the resource center as factors that support change. Teachers' perceptions of competence with regard to the use of international education materials and strategies appeared to be an important factor in understanding their internalization of innovations introduced by this program.

Reflection-in-Action and Reflection-on-Action.
Munby, Hugh

ED 309163

ERIC Descriptors: *Professional Development; *Interaction Process Analysis; *Cognitive Psychology; *Teacher Behavior; *Epistemology; *Theory Practice Relationship; *Cognitive Psychology; Metaphors; Cognitive Structures

This paper explores some of the work that has been occasioned by the writings of D.A. Schon on the development of professional knowledge by teachers. The paper has four sections. The first is a sketch of the author's interpretation of Schon's theoretical approach. The second examines selected appraisals of the more general features of Schon's work. The third section focuses on his two concepts of reflection which seem to have been misinterpreted by some who use his work. The fourth section focuses on the concept of "reframing", which is taken to be central to Schon's account of the development of professional knowledge. The discussion moves toward identifying theoretical and empirical questions that have been raised, and by the appraisals noted in the second section. The paper's responses to these appraisals is the starting point for speculations about the directions that might be taken to further understanding of the conditions that promote teachers' professional knowledge. Thirty-five references are included.

Metaphor in the Study of Teachers' Professional Knowledge.
Munby, Hugh; Russell, Tom

ED 309164

ERIC Descriptors: *Metaphors; *Concept Formation; *Heuristics; *Cognitive Processes; *Language Usage; *Cognitive Processes; Teacher Behavior; Teacher Effectiveness; Intermediate Grades; Junior High Schools

This paper suggests that it may be productive for all teachers to become students of metaphor, as least of their own metaphors. Careful attention of how one describes the world appears to give clues as to how one constructs it. Such constructions can come under scrutiny only when one speaks or writes, and then attends to the language one has used. A brief description is presented of a research program into the character and development of professional knowledge. It is demonstrated how looking for one's own metaphors can be expected to reveal something of one's professional knowledge. This is a necessary part of productive reflection upon teaching practice. In considering 'reflection-in-action' it is pointed out that this is occasioned by the puzzles of practice, and an important part of the process is known as 'reframing.' Reframing describes the familiar part of the process in which an event over which we have puzzled for some time suddenly is 'seen' differently and in a way that suggests new approaches to the puzzle. An analysis is presented of interviews with two teachers in which their use of metaphors provided clues as to how they think about teaching.

The Roles of Research Knowledge and Knowing-in-Action in Teachers' Development of Professional Knowledge.
Russell, Tom

ED 309165

ERIC Descriptors: *Beginning Teachers; *Experiential Learning; *Theory Practice relationship; *Research Utilization; *Professional Development; Foreign Countries; Teacher Attitudes; Learning Processes; Cognitive Structures; Critical Thinking

This paper examines how teachers develop and modify professional knowledge in response to experience and to new research knowledge. A discussion is presented on the interaction of propositional knowledge (the basic medium of classroom and research knowledge) and practical knowledge (the observable competence apparent in successful professional actions). Alternative definitions of professional expertise are examined prior to taking a close look at the issue of learning from experience, using data provided by several of the teachers who participated in the study. An analysis of how

teachers learn from experience takes into consideration four broad principals of expertise: discrete technical skills, application of theory or general principles, critical analysis, and deliberate action. Summaries are presented of interviews with five teachers, of whom one was a preservice teacher, two were beginning teachers, and two were experienced teachers with Master of Education degrees. Data selected from the interviews suggest that there are tensions associated with the differences between research knowledge and practical knowledge and that this is a significant problem for beginning teachers.

Stress and the Intern Teacher: An Exploratory Study.
Schwab, Richard L.

ED 310071

ERIC Descriptors: *Stress Variables; *Teacher Interns; *Social Support Groups; *Program Effectiveness; *Internship Programs; Cooperating Teachers; Cluster Grouping; Beginning Teachers; Higher Education

This exploratory study was designed to provide some baseline information on the effectiveness of the University of New Hampshire's extended teacher education program which, in the fifth year, culminates in a year-long internship. Currently more than half of the intern placements are in cluster sites which provide an opportunity for developing school-based support networks for both interns and cooperating teachers. The study sought to determine: (1) interns' levels of stress and satisfaction as they neared the end of their placement; (2) if the internship setting, age of intern, or level of experience of the cooperating teacher had any influence on levels of stress and satisfaction; and (3) if the type of internship placement had any relationship with the development of an effective support network. The results of the study provide information that is useful on two dimensions. The overall positive response to the internship aspect of the program provides one more piece of information to support the adoption of extended programs to prepare teachers. The overall low levels of job-related stress indicate that the supportive yet challenging climate that can be developed over the year helps practice teachers enter their profession on a positive note.

The Effects of a Colleague-Pairing Induction Program on the Perceptions of First-Year Teachers and Their Mentors.
Heck, Ronald H.; Blaine, Daniel D.

ED 310088

ERIC Descriptors: *Beginning Teachers; *Teacher Orientation; *Program Development; *Collegiality; *Mentors; Teacher Effectiveness; Interpersonal Relationship; Teacher Characteristics; Role Models; College School Cooperation

This study describes the effects of a pairing induction program of first year teachers and mentors in a collegial relationship. The site of the study was a school district chosen because of its unusually high teacher turnover, the cultural diversity of the students, and the large number of beginning teachers on school faculties. The program utilized the resources of a consortium, including the host school district, the teacher training institution, the state department of education, the teachers' professional organization, and an outside educational consulting agency familiar with teacher induction. Beginning teachers in the program were placed in three different socioeconomic school settings. Mentors were district teachers who had already had at least two successful experiences with student teachers. The attempt was made to match beginning teachers with mentors by school, grade level, subject areas, and personal characteristics. The most important problems identified by both beginning teachers and mentors were classroom management, finding and using support resources, motivating students, working with special problems and developing positive relationships with parents, teachers, and administrators. Effective mentor behaviors included serving as a role model by setting an example, helping to anticipate and solve problems, and providing knowledge and skill.

A Minority Recruitment Program through a Proactive PPST Support System.
Linton, Marigold; Searfoss, Lyndon

ED 310089

ERIC Descriptors: *Minority Group Teachers; *Teacher Recruitment; *Admission Criteria; *Test Anxiety; *Minimum Competency Testing; Academic Standards; Basic Skills; Higher Education; Preservice Teacher Education; *Test Coaching

A major barrier to minority student participation in the Arizona State University teacher preparation program is the state-mandated requirement that all sections of the Preprofessional Skills Test (PPST) be passed before any teacher preparation courses can be taken. This paper describes the significant features of a minority recruitment/support program, which offers a proactive PPST support system. The program is moving toward becoming comprehensive and relies on vigorous proactive support. This paper describes the salient features of the program: (1) an intensive attempt to identify minority students who require the services of the PPST support system; (2) active recruiting of minority students education programs at community colleges, exceptional high school students; and (3) diagnostic testing of prospective students. Academic class offerings in reading, mathematics, and

writing are described. Classes provide a large number of PSST-like problems and students are tested frequently to assist them in overcoming test anxiety. The outcomes and future modifications of the program are discussed.

Implementation of a Teacher Incentive Program to Recruit Academically Talented People into the Teaching Profession.
Madsen, Jean; Taylor, Barbara

ED 310090

ERIC Descriptors: *Teacher Recruitment; *Academic Ability; *State Aid; *Incentive Grants; *Scholarships; Preservice Teacher Education; Higher Education

The purpose of this paper was to examine the procedures a state may use to implement a teacher incentive program to recruit individuals into the profession. This paper describes the selection and monitoring process Missouri used to implement its state incentive program. The intent of the Missouri Teacher Education Scholarship program is to attract academically talented individuals into the teaching profession. A profile of the recipients indicates the the average American College Testing (ACT) score for the Missouri recipient is at the 85th percentile and the average class rank is in the top 13 percent. Most of the recipients are females wishing to teach at the elementary level.

A Search for Sources of Treatment Effects in a Teacher Effectiveness Training Program.
Harris, Alene Hawes

ED 310094

ERIC Descriptors: *Teacher Effectiveness; *Time Management; *Feedback; *Workshops; *Classroom Techniques; *Behavior Change; Student Teachers; Preservice Teacher Education; Higher Education; Teacher Behavior

This study investigated possible sources of teacher change in the Stallings Effective Use of Time (EUOT) staff development program administered to preservice teachers. Three treatments were used: (1) the full EUOT program with feedback plus workshops; (2) feedback only; and (3) the trainer as post-treatment observer. Over a 15 month period, 20 student teachers participated in full treatment of feedback plus workshop, 7 in feedback-only treatment, and 23 served as control. Of the full-treatment group, 7 received one post-treatment observation by the trainer and another by an unknown observer, 6 received post-treatment observations by the trainer only, and 7 by an unknown observer only. Change was measured with 11 variables: 4

teacher-focused, 4 student-focused, and class-focused. It was concluded that the EUOT program can have good application at the preservice level. Of the variables measured, student involvement in interactive teaching was the only one for which full treatment was significantly superior to feedback alone. Full treatment changed the ratio of interactive teaching by the teacher to interactive attending by the students, as opposed to rearranging time use. Implications for teacher education and further research are discussed.

Theory-Based Teaching: Problem Solving in Studio Art Instruction.
Rush, Jean C.

ED 310095

ERIC Descriptors: *Problem Solving; *Art Education; *Creativity; *Visual Arts; *Concept Formation; *Aesthetic Values; Research Needs; Nonverbal Communication; Cognitive Processes

The call for more empirical research in art education during the 1950s seems to be a precursor of the contemporary move toward more systematic instruction in the visual arts. If making art employs nonverbal aesthetic concepts, then conceptual consistency and problem solving within studio instruction can facilitate students' acquisition, retention, and generalization of the aesthetic concepts that are the building blocks of artistic expression. The term 'conceptual focus' describes the pedagogical mechanism that permits students to practice the cognitive skills used by artists during creative activities.

The Effect of Preservice Clinical Supervision on Beginning Teachers.
Berg, Marlowe; And Others

ED 310096

ERIC Descriptors: *Beginning Teachers; *Program Effectiveness; *Student Teacher Supervisors; *Student Teachers; *Cooperating Teachers; Problem Solving; Self Evaluation (Individuals); Preservice Teacher Education; Higher Education

To strengthen the performance and commitment of beginning teachers by improving the supervision and support student teachers receive, the California State University established the Clinical Supervision Initiative (CSI) in 1984. This paper describes the Far West Laboratory Mini-Studies investigation of beginning teachers. The triad study constituted a two-year investigation of the use of clinical supervision practices during preservice training and its effect on beginning teacher performance. Clinical

supervision requires a professional relationship among university supervisor, cooperating teacher, and student teacher. The clinical supervision component was designed to add to the triad relationship a clearer sense of role and responsibility in preservice training and a commitment to student teacher self-evaluation. A description is given of a clinical supervision model--Partners in Supervision. A concern of the study was to identify the problems and problem-solving actions of novice teachers and explore the impact of socialization mechanisms on problem-solving approaches. The positive relationship found between the impact of preservice supervision and problem-solving reported by beginning teachers who were clinically supervised suggests that training in self-analysis of the teaching experience can have an important transfer to problem-solving in the first year of teaching.

Developmental Supervision, Supervisor Flexibility, and the Postobservation Conference.

Gordon, Stephen P.

ED 310108

ERIC Descriptors: *Supervisory Methods; *Teacher Supervision; *Cognitive Structures; *Concept Formation; *Schemata (Cognition); Divergent Thinking; Abstract Reasoning; Teacher Characteristics; Interaction Process Analysis; Supervisory Training; Elementary Secondary Education

This study investigated the flexibilits of 16 supervisors in implementing a developmental approach to supervisor-supervisee interaction during the postobservation conference. Specific objectives included determining: (1) if supervisors' diagnoses of supervisees' conceptual levels (CL) agreed with the Paragraph Completion Method (PCM) measurement of teachers' CL; (2) if supervisors could effectively implement an informational directive approach with one teacher, a collaborative approach with a second teacher, and an actively nondirective approach with a third teacher; (3) the extent to which supervisors' approaches matched PCM-based prescriptions for supervisory approach; (4) supervisor valuation of informational directive supervision, and developmental supervision in general; and (5) supervisee valuation of the three supervisory approaches. Supervisors revealed positive valuations of all three supervisory approaches and developmental supervision in general. The supervisors valued approaches matched to supervisees' PCM-measured CL somewhat more than unmatched approaches. Supervisees' valuations agreed with those of the supervisors.

Critical Thinking and Practitioner Research: Have They a Place in Initial Teacher Training?

Rudduck, Jean

ED 310109

ERIC Descriptors: *Critical Thinking; *Action Research; *Preservice Teacher Education; *Divergent Thinking; *Government School Relationship; Higher Education; Foreign Countries

This paper argues the crucial need, in the present higher education climate in England, for higher education tutors to find ways of continuing to work with new and experienced teachers, despite central moves that limit opportunities for sustained and intellectually challenging learning. Opportunities for working on a more critical agenda with teachers have opened up as the ideas of practitioner research and inquiry and reflection-on-practice have become more widely known and accepted. The paper questions, however, whether it is realistic, given the constraints of the present climate and given general understanding of teachers' conventional sources of professional satisfaction, to aspire, on initial teacher education programs, beyond a capacity for reflection-on-action to the kind of research that is "collective, oppositional, and emancipatory." A discussion is presented of the current status of higher education vis-a-vis conservative government control. A description is given of a 36-week program of initial teacher training in which the principle of reflect-on-action is used to encourage critical thinking and inquiry into issues and problems in education.

High-School Teacher Decisions in Problematic Situations.
Erickson, Geraldine

ED 310110

ERIC Descriptors: *Secondary School Teachers; *Decision Making; *Socialization; *Group Dynamics; *Problem Solving; *Behavior Problems; Student Characteristics; Student Motivation; Secondary Education; Behavior; High Schools

This study explores assumptions about teacher motivations and why teachers choose one course of action rather than another in problematic situations. The question asked is what do teachers take into account when faced with such situations and how do they choose a line of action. Data sources include publications distributed by unions, district, and school-site administration, professional associations, and subject departments, as well as field notes from meetings and interviews with teachers. It was found that four variables: Class Gain, Student Gain, Teacher Gain, and Societal Gain, operate simultaneously in teachers' decision making. Class Gain, however, is the primary perspective from which teachers' decisions flow. They consider that if the class is functioning well, individual students as well as the

teacher benefit from the peaceful learning environment. When the class as a whole makes more academic progress this benefits the teacher, the individual students, the class, and the society.

Teaching in the UK in the Mid-1980s: The Centrality of Work in Secondary Teachers' Lives in England.
Poppleton, Pam; Riseborough, George

ED 311009

ERIC Descriptors: *Secondary School Teachers; *Teacher Characteristics; *Work Attitudes; *Job Satisfaction; *Teaching (Occupation); *Seniority; Peer Relationship; Self Actualization; Teaching Conditions; Foreign Countries; Secondary Education; Teacher Morale

This paper reports the findings of a survey of 686 secondary school teachers in England on their involvement inn their work and the factors to which it is related. Three facet-free and thirteen facet-specific measures were derived from a questionnaire to teachers selected so that they proportionately represented the characteristics of teachers in all secondary schools in six large Local Education Authority areas. An analysis of the results indicated that: (1) work centrality was, in general, 'value-driven' so that the more a job dimension was regarded as a source of job satisfaction the greater was the teacher's involvement in work; (2) the greatest single net effect on work centrality was workload support, followed by involvement in the pastoral role, in professional development activities and in pupil-centered pedagogy; and (3) when seven demographic variables were added, these specific roles and activities appeared to be a function of seniority achieved early in the teaching career. A discussion of the findings elaborates the notion of a 'spoiled' career and focuses on the special position of the mature entrant into teaching. Findings are displayed in eight tables and three figures.

Shifting Social Science Conceptions of Research: The Possibility of the Practical Argument in Teacher Education
Noel, Jana

ED 311010

ERIC Descriptors: *Educational Research; *Teacher Attitudes; *Teacher Behavior; *Cognitive Processes; *Research Methodology; Teacher Characteristics; Social Science Research

New research programs on teaching have examined teacher thinking, reflective teaching, and the possibility of teachers using practical arguments in their teaching. The changes in educational research have their basis in social science conceptions of research which have shifted through the years. The shift from logical positivism through to a more ecologic naturalistic theory of research has led to an increased interest in teacher cognitive processes. This paper is based on the belief that teachers' beliefs, desires, and intentions are equally important as their behaviors. It proceeds under the belief that the research perspective which takes these completely into account will be the one of most help to teachers and teacher education. The hypothesis of the paper is that the study of teacher cognitive processes, and especially the study of the use of practical arguments by teachers, can only now, as a result of the shifting social science conceptions, be seriously considered.

Concerns of Student Teachers: Development during the Pre-Service Period.
Janssens, S.

ED 311011

ERIC Descriptors: *Student Teachers; *Stages of Development; *Student Teacher Attitudes; *Individualized Instruction; *Teacher Education Programs; Program Development; Foreign Countries; Preservice Teacher Education; Higher Education

The main conclusions of a study on the development of concerns of student teachers during the preservice period of teacher training are presented. Data for the study were gathered by weekly log-book entries and interviews with the trainees. Tapes of the interviews combined with the weekly log-book entries provided two different sources for analysis. In analyzing the data, one unit of specific concern was identified and prototypic sentences were combined from tape transcriptions and log-book entries. The first of these sentences contained the most general description of the concern. Four possible categories were discerned: concerns related to being a student, self-concerns, task-concerns, and pupil-concerns. The evolution of these concerns over the course of three years of training is traced graphically. Proposals for improving existing teacher training include the recommendation that the student's concerns should be the starting point for the choice and sequencing of different training activities.

The Relationship of Teacher Burnout to Primary and Secondary Appraisal, Coping Systems, Role Strain and Teacher/Principal Behavior.
Hanchey, Susan Gale; Brown, Ric

ED 311012

ERIC Descriptors: *Teacher Burnout; *Teacher Administrator Relationship; *Coping; *Work Attitudes; *Educational Environment; Job Satisfaction; Negative Attitudes; Teaching Conditions; Teacher Role; Elementary Education

In this study, burnout is viewed as a multidimensional adaptational outcome of stress which begins when an individual ineffectively appraises or copes with the work environment and job stressors, or encounters excessive stressors in the work environment. The study investigated the personal characteristics of teachers and aspects of their work environment as they related to this multidimensional concept of burnout. It also sought to determine whether high-risk teachers can be identified early in the school year. Subjects were 136 kindergarten through eighth grade teachers. The subjects responded to three questionnaires during the course of the school year. The scales for the study tapped three major dimensions--personal characteristics, the environment, and burnout. The questionnaires covered background information, coping skills, appraisal, emotions, expectations, school climate, job satisfaction, depression, negative attitudes, absenteeism, illness, visits to the doctor, intention to leave the profession, intention to leave the school, and a burnout inventory. The relationship between burnout and these multidimensional factors is discussed. Recommendations are made for teacher and administrator training. More than a hundred references are cited.

Characteristics of the Effective Teachers as Perceived by Pupils and Teachers: A Caribbean Case Study.

Richardson, Arthur G.; Thomas, Arundell A.

ED 311013

ERIC Descriptors: *Teacher Effectiveness; *Teacher Student Relationship; *Student Evaluation of Teacher Performance; *Teacher Characteristics; *Teacher Evaluation; Sex Differences; Elementary Secondary Education

This study investigated the characteristics of the effective teacher as perceived by a sample of 160 elementary and 60 high school pupils and 60 elementary and 30 high school teachers in a selected Caribbean territory. Results indicated agreement among students and teachers with respect to a number of teacher characteristics perceived as being very important for effective teaching: (1) the giving of examples by the teacher; (2) properly planned lessons by the teacher; (3) teacher's knowledge of subject matter; and (4) teacher's knowledge of student learning. Sex differences which emerged pointed to a male preference for teacher characteristics reflective of authority and dominance, while females regarded organizational and nurturance-related characteristics as being of greater importance.

Critical Teaching Behaviors as Perceived by Adult Undergraduates.
Ross, Jovita Martin

ED 311015

ERIC Descriptors: *Teacher Behavior; *Student Evaluation of Teacher Performance; *Teacher Student Relationship; *Teacher Characteristics; *Adult Students; Teacher Effectiveness; Andragogy; Critical Incidents Methods; College Faculty; Higher Education; Student Characteristics; Teaching Style

This study explored adult students' conceptions of good college teaching, with a particular aim to identify characteristics distinguishing their conceptions from those of traditional age undergraduate students. Responses to an open-ended questionnaire were received from 181 respondents whose age ranged from 25 to 57. Results revealed a relative consistency with results obtained in previous studies of traditional students' perceptions of effective teachers. Across age groups and for both sexes, the most frequently described characteristics of effective teaching focused on teaching style, including clarity of presentations, organization of presentations, the ability to create student involvement, and interesting lectures. In the category of teacher-student relationships, the most positive statements were made about teachers who provided assistance beyond class, showed concern for students, and created a warm learning climate. Adult students indicated high regard for clarity of presentation, well organized lectures and classroom management.

Teaching Is Situation Specific but Theory Is Not. Toward a Higher Impact of Research on Practice.
Patry, Jean-Luc

ED 311017

ERIC Descriptors: *Teacher Behavior; *Adjustment (to Environment); *Theory Practice Relationship; *Teacher Response; *Teacher Student Relationship; Psychological Patterns; Social Cognition; Research Utilization; Behavior Theories

As personality and social psychology research has shown, cross-situational consistency of people's social behavior tends to be rather low. This applies also to teachers' classroom behavior: teachers adapt to situative conditions. However, both situation specificity and teachers' adaptation are not sufficiently taken into account in research and in the analysis of the interdependence of theory--which almost by definition is situation invariant--and practice. An adaptation function must be assumed which "translates" the theory into unique actions which are appropriate for the unique situation. A theory of cross-situational consistency could help to

analyze this adaptation function. The framework of a theory of intraindividual (cross-situational) differences based on cognitive social learning theory is presented that could satisfy this need. This theory links the means (i.e., teacher activities) and the goals the subject pursues. It is shown that situation specific behavior is usually related to inverted-U-shaped behavior-outcome relationships, which can be analyzed in terms of power in opposed directions. A research program based on this approach is presented which is designed to improve the applicability of theory (or research) in practice by explicitly taking into account the fundamental differences between theory and practice with respect to the situation specificity problem.

Lead Teachers and Teachers Who Lead: Reform Rhetoric and Real Practice.
Wasley, Patricia A.

ED 311018

ERIC Descriptors: *School Involvement; *Teacher Participation; *Decision Making; *Teacher Role; *Leadership; Collegeality; Teacher Administrator Relationship; Peer Relationship; Teacher Attitudes; Case Studies

This paper describes a study done to better understand teacher leadership as it is currently practiced in public schools. The study was an exploratory one, consisting of three case studies of teachers who hold leadership positions within their schools. Each of the teacher leaders played a distinctly different kind of leadership role; worked at a different level in the K-12 system; worked in a different kind of educational setting from rural to suburban, and existed in a uniquely different context. This paper briefly reviews the framing questions of the study (e.g., what are the constraints and supports of their positions). A summary is presented of the literature on teacher leadership. The case study methodology is discussed and the data sources are described. A snapshot of each of the cases studied is provided, the findings are reviewed, and the implications for both rhetoric and real practice are discussed. In general, it was found that these teacher leaders were constrained by their lack of time, the original conceptions of their roles, and by the egalitarian ethic in teaching. In all cases, administrative support was crucial. Implications for further research are briefly discussed.

A New Model of Concept Teaching and Learning.
Tessmer, Martin; And Others

ED 311032

ERIC Descriptors: *Teaching Methods; *Concept Formation; *Mnemonics; *Cognitive Mapping; *Schemata (Cognition); Abstract Reasoning; *Metacognition

The concept model addressed in this paper is the set of assumptions, data, and inferences used in the instructional design of concept learning. A new way of looking at concepts is presented that takes into account the declarative and metacognitive components of concept learning and use. Implications for instruction are outlined. The paper is largely a response to traditional concept teaching models that focused nearly exclusively on the procedural components of concept use. Using Robert Gagne's (1985) taxonomy of learning outcomes as an example, it is recommended that the "intellectual skill" of concept using be re-married to the "verbal information" that makes the concept meaningful. It is noted that concepts taught in this broader way will be more likely to be used in realistic performance situations. A continuing effort needs to be made to study strategies such as simulations, scenario-based instruction, and case studies that can help concepts come alive to beginning learners.

Getting Social about Critical Thinking: Power and Constraints of Apprenticeship.
Brandt, Mary E.

ED 311033

ERIC Descriptors: *Critical Thinking; *Teaching Methods; *Experiential Learning; *Social Cognition; *Teacher Student Relationship; Cognitive Processes; Interaction Process Analysis

This paper argues for connecting two domains that have remained relatively isolated within their respective disciplines --research on thinking and the social origins of cognition. Both enterprises have become enmeshed in education. Neither have considered in any serious way the power and implications that an integrated perspective could contribute to education. The role that social activity plays in the teaching and learning of "good" thinking in the classroom is the fundamental issue that unites both. A description is given of the "Contextualized Apprenticeship Model" which was developed to address the problems of students who are unable to draw valid conclusions from what they read, unable to analyze problems, unable to apply "basic skills" to every day problems, and unable to develop a position on an issue. The theoretical foundation of the model rests on the works of L.S. Vygotsky, who asserted that the origins of all higher cognitive processes are first social. The model places teacher and student in an expert-novice apprentice relationship and emphasizes active intellectual interaction within social contexts. The processes involved in social interaction are

eventually taken over and internalized by the student to form individual cognitive processes.

INDEX

Academic Ability, 38

Academic Achievement, 2, 14, 22

Academic Advising, 20

Academically Gifted, 20

Action Research, 13, 25, 30, 41

Adjustment (to Environment), 45

Administrator Role, 19

Admissions Criteria, 37

Adult Students, 45

Aesthetic Values, 39

Affective Behavior, 3

Affective Measures, 3

Art Education, 39

Attitude Change, 10, 21

Beginning Teachers, 7, 16, 17, 31, 32, 35, 37, 39

Behavior Change, 38

Behavior Problems, 41

Career Choice, 11, 14

Career Development, 8

Change Agents, 13, 25

Change Strategies, 33

Child Development, 5

Child Psychology, 5

Class Size, 8

Classroom Communication, 31

Classroom Environment, 15

Classroom Research, 30

Classroom Techniques, 33, 38

Clinical Teaching (Health Professions), 26

Cognitive Development, 7, 21, 25

Cognitive Mapping, 7, 47

Cognitive Processes, 21, 35, 42

Cognitive Psychology, 34

Cognitive Structures, 21

Cognituve Structures, 40

College Faculty, 12

College Graduates, 14

College School Cooperation, 12, 18

Collegiality, 13, 27, 30, 37

Concept Formation, 35, 39, 40, 47

Congruence (Psychology), 31

Cooperating Teachers, 15, 39

Coping, 44

Course Content, 2, 15

Creativity, 39

Critical Thinking, 6, 13, 41, 47

Decision Making, 16, 30, 41, 46

Delphi Technique, 2

Developmental Stages, 6, 32

Discourse Analysis, 24

Divergent Thinking, 41

Early Childhood Education, 5

Education Majors, 11

Educational Change, 29

Educational Environment, 16, 17, 44

Educational Innovation, 19

Educational Objectives, 10

Educational Research, 2, 42

Educational Theories, 23

Elementary School Teachers, 13

Encoding (Psychology), 7

Enrichment Activities, 26

Epistemology, 21, 34

Evaluation, 15

Evaluation Criteria, 21

Excellence in Education, 26

Experiential Learning, 6, 18, 27, 35, 47

Feedback, 38

Field Experience Programs, 2, 12, 23, 30

Field Instruction, 18

Government School Relationship, 41

Group Dynamics, 24, 41

Grouping (Instructional Purposes), 19

Helping Relationship, 28

Heuristics, 35

Hidden Curriculum, 10

High School Students, 20

Holistic Approach, 26

Identification (Psychology), 11

Improvement Programs, 26

Incentive Grants, 38

Incidental Learning, 10

Individualized Instruction, 43

Inidividual Development, 23

Inquiry, 23

Inservice Teacher Education, 29

Institutes (Training Programs), 33

Institutional Characteristics, 16, 21

Instructional Development, 19

Instructional Leadership, 4

Intellectual Development, 25

Intellectual Experience, 23

Interaction Process Analysis, 5, 24, 28, 33, 34

Intermode Differences, 31

Internship Programs, 36

Interprofessional Relationship, 13

Job Satisfaction, 42

Language Usage, 6, 35

Learning Experience, 25

Learning Processes, 25

Learning Strategies, 8

Lesson Plans, 10

Locus of Control, 6

Longitudinal Studies, 8

Mainstreaming, 33

Masters Degrees, 22

Mathematics Achievement, 2

Medthod Courses, 18

Mentors, 12, 28, 37

Metacognition, 6, 25, 47

Metaphors, 35

Minimum Competency Testing, 37

Minority Group Teachers, 37

Mnemonics, 47

Moral Development, 19

Multicultural Education, 21

Occupational Aspiration, 8

Organizational Climate, 18

Participant Satisfaction, 10

Perceptual Development, 7

Personality Traits, 6

Phisical Education, 18

Physical Education Teachers, 21

Physician Patient Relationship, 26

Planning, 16

Power Structure, 27

Practicums, 27

Preservice Teacher Education, 25, 41

Problem Solving, 7, 30, 39, 41

Professional Autonomy, 4, 27

Professional Development, 4, 13, 19, 28, 34, 35

Professional Education, 26

Professional Recognition, 17, 18, 27

Program Development, 37

Program Effectiveness, 29, 31, 36, 39

Program Evaluation, 22, 29

Questioning Techniques, 3

Reading Achievement, 2

Released Time, 11

Relevance (Education), 10

Research, 5

Research Methodology, 2, 3, 9, 30, 42

Research Needs, 26

Research Skills, 9

Research Tools, 2

Research Utilization, 9, 19, 35

Researchers, 5

Role Models, 11

Scheduling, 16

Schemata (Cognition), 40, 47

Scholarly Journals, 2

Scholarships, 38

School College Cooperation, 4

School Community Relationship, 21

School Involvement, 46

School Organization, 14

School Policy, 11

Secondary School Teachers, 41, 42

Self Actualization, 26

Self Concept, 25

Self Esteem, 3

Self Evaluation (Individuals), 23

Seminars, 24

Seniority, 42

Significant Others, 11

Social Cognition, 47

Social Support Groups, 31, 36

Social Systems, 18

Socialization, 23, 41

Sociocultural Patterns, 18

Staff Development, 19

Stages of Development, 8, 43

Standardized Tests, 13

State Aid, 38

State Curriculum Guides, 10

Status Need, 27

Stress Variables, 32, 36

Student Attitudes, 14, 21, 23, 25

Student Behavior, 3, 5

Student Characteristics, 6

Student Evaluation of Teacher Performance, 44, 45

Student Motivation, 19

Student Needs, 19

Student Reaction, 2, 3, 24

Student Recruitment, 20

Student Teacher Attitudes, 3, 15, 23, 43

Student Teacher Supervisors, 39

Student Teachers, 2, 6, 27, 28, 39, 43

Student Teaching, 3, 16, 23, 30

Summer Programs, 33

Supervisory Methods, 40

Teacher Administrator Relationship, 11, 14, 44

Teacher Attitudes, 5, 8, 9, 10, 18, 29, 31, 42

Teacher Autonomy, 15

Teacher Background, 8

Teacher Behavior, 31, 34, 42, 45

Teacher Burnout, 17, 44

Teacher Characteristics, 8, 32, 42, 44, 45

Teacher Education Curriculum, 15

Teacher Education Programs, 22, 43

Teacher Effectiveness, 8, 13, 33, 38, 44

Teacher Evaluation, 44

Teacher Interns, 15, 32, 36

Teacher Orientation, 16, 27, 31, 32, 37

Teacher Participation, 30, 46

Teacher Recruitment, 14, 37, 38

Teacher Response, 33, 45

Teacher Role, 15, 46

Teacher Student Relationship, 14, 33, 44, 45, 47

Teacher Supervision, 40

Teachers, 5

Teaching (Occupation), 14, 20, 42

Teaching Conditions, 16, 17

Teaching Experience, 6, 18, 21, 23, 30

Teaching Methods, 3, 8, 19, 25, 31, 33, 47

Teaching Styles, 24, 33

Team Teaching, 4

Test Anxiety, 37

Test Coaching, 37

Theory Practice Relationship, 5, 9, 31, 34, 35, 45

Time Management, 11, 16, 38

Time Perspective, 11

Undergraduate Study, 22

Use Studies, 9

Visual Arts, 39

Work Attitudes, 42, 44

Work Environment, 18

Workshops, 38

Writing Instruction, 10

ERIC

DOCUMENT REPRODUCTION SERVICE

3900 WHEELER AVE. ALEXANDRIA, VA 22304-6409 1-800-227-3742

OPERATED BY

COMPUTER MICROFILM CORP.

703-823-0500

EDRS

IMPORTANT INSTRUCTIONS TO COMPLETE THIS ORDER FORM

- **Order by 6 digit ED number**
- **Specify either Microfiche (MF) or Paper Copy (PC)**
- **Enter unit price**
- **Include shipping charges**

ALLOW 5 WORKING DAYS FOR EDRS TO PROCESS AND SHIP YOUR ORDER

ED NUMBER	NO. OF PAGES	NO. OF COPIES		UNIT PRICE	EXTENDED UNIT PRICE
		MF	PC		
TOTAL NO. OF PAGES		X	X	SUBTOTAL	
				VA RESIDENTS ADD 4.5% SALES TAX	
				SHIPPING CHARGES	
				TOTAL COST	

UNIT PRICE SCHEDULE

MICROFICHE (MF)			PAPER COPY (PC)		
NUMBER FICHE EACH ED #	PRICE CODE	Price	NUMBER PAGES EACH ED #	PRICE CODE	Price
1 to 5 (up to 480 pages)	MF01	$.85	1 to 25	PC01	$2.00
Each Additional microfiche (additional 96 pages)		.17	Each additional 25 pages		$3.00

CHARTS FOR DETERMINING SHIPPING CHARGES

1st CLASS POSTAGE FOR

1-7 Microfiche ONLY $0.25	8-19 Microfiche ONLY $0.45	20-30 Microfiche ONLY $0.65	31-42 Microfiche ONLY $0.85	43-54 Microfiche ONLY $1.05	55-67 Microfiche ONLY $1.25	68-80 Microfiche ONLY $1.45

UNITED PARCEL SERVICE CHARGES FOR CONTINENTAL U.S. SHIPMENTS ONLY

1 lb. 81-160 MF or 1-75 PC PAGES Not to Exceed $2.40	2 lbs. 161-330 MF or 76-150 PC PAGES Not to Exceed $2.60	3 lbs. 331-500 MF or 151-225 PC PAGES Not to Exceed $3.05	4 lbs. 501-670 MF or 226-300 PC PAGES Not to Exceed $3.46	5 lbs. 671-840 MF or 301-375 PC PAGES Not to Exceed $3.79	6 lbs. 841-1010 MF or 376-450 PC PAGES Not to Exceed $4.04	7 lbs. 1011-1180 MF or 451-525 PC PAGES Not to Exceed $4.32	8 to 10 lbs. 1181-1690 MF 526-750 PC PAGES Not to Exceed $4.74-$5.58

NOTE—Orders for 81 or more microfiche and all orders for paper copies (PC) will be shipped via United Parcel Service unless otherwise instructed.

PAYMENTS: You may pay by

1. Enclosing CHECK or MONEY ORDER with your order. Foreign customer checks must be drawn on a U.S. bank.
2. Charge to a MASTERCARD or VISA account. Enter account number, card expiration date and signature. (EDRS also accepts telephone orders when charged to a MasterCard or VISA account.)
3. PURCHASE ORDERS: U.S customers may enclose an authorized original purchase order. No purchase orders are accepted from foreign customers.
4. Charge to a DEPOSIT ACCOUNT. Enter deposit account number and sign order form.

PLEASE INDICATE METHOD OF PAYMENT AND ENTER REQUIRED INFORMATION.

MasterCard

VISA

☐ Check or Money Order ☐ Purchase Order (ATTACH ORIGINAL PURCHASE ORDER)

☐ MasterCard ☐ VISA

Account Number _____ Expiration Date _____

Signature _____

☐ Deposit Account Number _____

Signature _____

ENTER "SHIP TO" ADDRESS _____

CALL TOLL FREE 1-800-227-ERIC (3742) 24 HOURS A DAY - 7 DAYS A WEEK

You can now FAX your orders 24 hours a day by dialing 703-823-0505 (Toll Call)

EFFECTIVE FEBRUARY 8, 1989

GENERAL INFORMATION

1. PRICE LIST
The prices set forth herein may be changed without notice; however, any price change is subject to the approval of the Contracting Officer/USED/Office of Educational Research & Improvement/Contracts and Grants Management Division.

2. PAYMENT
The prices set forth herein do not include any sales, use, excise, or similar taxes that may apply to the sale of microfiche or paper copy to the Customer. The cost of such taxes, if any shall be borne by the Customer.

Payment shall be made net thirty (30) days from date of invoice. Payment shall be without expense to CMC.

3. REPRODUCTION
Express permission to reproduce a copyrighted document provided hereunder must be obtained from the copyright holder noted on the title page of such copyrighted document.

4. CONTINGENCIES
CMC shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure or delay (a) is due to events beyond the control of CMC including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortage, work stoppages, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments; (b) is due to failures of performances of subcontractors beyond CMC's control and without negligence on the part of CMC; or (c) is due to erroneous or incomplete information furnished by Customer.

5. LIABILITY
CMC's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall CMC be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

6. WARRANTY
CMC MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OR MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

7. QUALITY
CMC will replace products returned because of reproduction defects or incompleteness. The quality of the input document is not the responsibility of CMC. Best available copy will be supplied.

8. CHANGES
No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of CMC.

9. DEFAULT AND WAIVER

a. If Customer fails with respect to this or any other agreement with CMC to pay any invoice when due or to accept any shipment as ordered, CMC, may without prejudice to other remedies, defer any further shipments until the default is corrected, or may cancel the order.

b. No course of conduct nor any delay of CMC in exercising any right hereunder shall waive any rights of CMC or modify this Agreement.

10. GOVERNING LAW
This Agreement shall be construed to be between merchants. Any question concerning its validity, construction, or performance shall be governed by the laws of the State of New York.

11. DEPOSIT ACCOUNTS
Customers who have a continuing need for ERIC documents may open a Deposit account by depositing a minimum of $250.00. Once a deposit account is opened, ERIC documents will be sent upon request, and the account charged for the actual cost and postage. A monthly statement of the account will be furnished.

12. PAPER COPY (PC)
A paper copy (PC) is a xerographic reproduction, on paper, of the original document. Each paper copy has a Vellum Bristol cover to identify and protect the document.

13. FOREIGN POSTAGE
Postage for all countries other than the United States is based on the International Postage Rates in effect at the time the order is shipped. To determine postage allow 160 microfiche or 75 (PC) pages per pound. Customers must specify the exact classification of mail desired, and include the postage for that classification with their order. Payment must be in United States funds.

STANDING ORDERS SUBSCRIPTION ACCOUNTS

Subscription orders for documents in the monthly issue of **Resources in Education (RIE)** are available on microfiche from EDRS. The microfiche are furnished on a diazo film base and without envelopes at $0.091 per microfiche. If you prefer a silver halide film base the cost is $0.185 per microfiche and each microfiche is inserted into a protective envelope. SHIPPING CHARGES ARE EXTRA. A Standing Order Account may be opened by depositing $1,600.00 or submitting an executed purchase order. The cost of each issue and shipping will be charged against the account. A monthly statement of the account will be furnished.

BACK COLLECTIONS

Back collections of documents in all issues of **Resources in Education (RIE)** since 1966 are available on microfiche at a unit price of $0.085 per microfiche. The collections from 1966 through 1985 are furnished on a vesicular film base and without envelopes. Since 1986 collections are furnished on a Diazo film base without envelopes. SHIPPING CHARGES ARE EXTRA. For pricing information write or call Toll Free 1-800-227-ERIC (3742).

SPECIAL COLLECTIONS

Special collections of early (1956 to 1969) Office of Education Reports are also available from EDRS. These are: Office of Education Research Reports 1956-65; Pacesetters in Innovation, Fiscal Year 1966; Pacesetters in Innovation, Fiscal Year 1967; Pacesetters in Innovation, Fiscal Year 1968; Selected Documents on the Disadvantaged; Selected Documents on Higher Education; Manpower Research, Inventory for Fiscal Year 1966 and 1967; Manpower Research, Inventory for Fiscal Year 1968; Manpower Research, Inventory for Fiscal Year 1969. Please write or call for prices and shipping charges.

AIM/ARM MICROFICHE COLLECTIONS

Please write or call for prices and shipping charges.

ERIC CLEARINGHOUSE COLLECTIONS

Back collections of, or standing order subscriptions for current collections of, microfiche of individual ERIC Clearinghouses are available. Please write or call for prices and shipping charges.

ERIC CLEARINGHOUSE PUBLICATIONS

The ERIC Clearinghouses analyze and synthesize the literature of education into research reviews, bibliographies, state-of-the-art studies, interpretive studies on topics of high current interest and many similar documents designed to meet the information needs of ERIC users. Prices include shipping (except for foreign shipment).

1975 - 1977	$140.68	1980	$ 48.70	1983	$ 32.46	1986	$ 42.41
1978	$ 54.11	1981	$ 48.70	1984	$ 37.87		
1979	$ 48.70	1982	$ 48.70	1985	$ 37.87		